

School of Environment, Education and Development

# **PLANNING & ENVIRONMENTAL MANAGEMENT**

## **Postgraduate Course Unit Handbook**

- **MSc Environmental Impact Assessment & Management**
- **MSc Global Urban Development Planning**
- **MSc Planning**
- **MSc Planning and Environmental Management (Research)**
- **MSc Real Estate Asset Management**
- **MSc Real Estate Development**
- **MSc Urban Regeneration and Development**

**2014–2015**



**Please see the Planning & Environmental Management Administration Information 2014/15 handout in your induction packs for a step-by-step guide to online course unit selection using the student system.**

**Students must be aware that Course Unit details may be subject to change and that any information listed should be used for general guidance only. Full detailed Course Unit Handouts will be given out by the Course Unit Convenor in the first session.**



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# Programme Structures

## MSc Environmental Impact Assessment and Management Programme Structure

INDUCTION PROGRAMME		Non credit-rated	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>PLAN60411</b>                      15 credits                      Environmental Impact Assessment  <b>Core</b> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>PLAN60771</b>                      15 credits                      Planning for Environmental Change  <b>Core</b> </div>		<i>Semester 1</i>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #f0f0f0;"> <b>Option</b>                              15 credits                      Option taken in <b>either</b> semester 1 or semester 2 dependent on the option choice                 </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>PLAN60441</b>                      15 credits                      Concepts in Environmental Law  <b>Core</b> </div>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>PLAN60472</b>                      15 credits                      Appraisal and Audit  <b>Core</b> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>PLAN60452</b>                      30 credits                      EIA Project  <b>Core</b> </div>		<i>Semester 2</i>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #f0f0f0;"> <b>Option</b>                              15 credits                      Option taken in <b>either</b> semester 1 or semester 2 dependent on the option choice                 </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>PLAN60462</b>                      15 credits                      Strategic Environmental Assessment  <b>Core</b> </div>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Research Methods  <i>(Dissertation workshops)</i> </div>		Non credit-rated	
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>PLAN60480</b>                      60 credits                      Dissertation                 </div>		<i>Summer</i>

### MSc Global Urban Development and Planning Programme Structure

INDUCTION PROGRAMME		Non credit-rated		
<b>PLAN72061</b>	15 credits	<b>IDPM60531</b>	15 credits	<b>Semester 1</b>
Urban Development Planning in Cities of the South: An International Perspective		Critical Issues in Urban Inequality		
<b>Option – Choose 2</b>		30 credits		
BMBA60148	New Infrastructure Projects			
IDPM60141	Poverty & Development, Concepts Analysis & the International Policy Agenda			
IDPM60411	Perspectives on Development			
IDPM60561	Citizen-Led Development			
IDPM70991	Planning and Managing Development			
PLAN60021	Planning Powers and Procedures**			
PLAN60621	Urban China			
PLAN60771	Planning for Environmental Change			
PLAN60861	International Planning: Systems and Frameworks**			
PLAN60041	Urban Theory, Planning Theory and Professional Ethics***			
PLAN60761	Analysis and Monitoring of Spatial Policies***			
<b>PLAN72072</b>	15 credits	<b>IDPM60552</b>	15 credits	<b>Semester 2</b>
Best Practice Case Studies in Urban Development Planning in Cities of the South		Climate Change, Disasters and Urban Poverty		
<b>Option – choose 2</b>		15 credits		
BMAN72192	Water and Sanitation Planning in Developing Countries			
IDPM60402	Reconstruction and Development			
IDPM60512	Poverty and Poverty Reduction in Context			
IDPM60802	Environment and Development			
IDPM70982	Development Research			
PLAN60102	Land and Development*			
PLAN60522	Community Development***			
PLAN60832	International Fieldtrip***			
<b>EVDV60890</b>			60 credits	<b>Summer</b>
Dissertation				

\* Compulsory course unit for students on RTPI full accredited route

\*\* Students must choose one of these course units if on RTPI full accredited route

\*\*\* Students on RTPI full accredited route must restrict their remaining option choices to these course units.

### MSc Planning Programme Structure

INDUCTION PROGRAMME		Non credit-rated	
<b>PLAN60041</b>	15 credits	<b>PLAN60021</b>	15 credits
Urban Theory, Planning Theory and Professional Ethics		Planning Powers and Procedures	
<b>PLAN60761</b>	15 credits	<b>Specialism</b>	15 credits
Analysis and Monitoring of Spatial Policy		PLAN60331	Property Valuation
		PLAN60711	Urban Regeneration
		PLAN60771	Planning for Environmental Change
		PLAN60721	Urban Design: Principles & Practice
		PLAN60861	International Planning: Systems & Frameworks
		PLAN72061	Urban Development Planning in Cities of the South
<b>PLAN60102</b>	15 credits	<b>PLAN60812</b>	15 credits
Land and Development		Neighbourhood Planning	
<b>Option – choose 1</b>	15 credits	<b>Specialism</b>	15 credits
PLAN60832	International Fieldtrip	PLAN60082	Integrated Client Based Project
PLAN60512	Local Economic Development	PLAN72072	Best Practice Case Studies in Urban Development Planning in Cities of the South
PLAN60522	Community Development		
<b>PLAN60090</b>			60 credits
Dissertation			<i>Summer</i>

### MSc Real Estate Development Programme Structure

INDUCTION PROGRAMME		Non credit-rated	
<b>PLAN60331</b>	15 credits	<b>Option – Choose 1</b>	15 credits
Property Valuation		PLAN60021 Planning Powers & Procedures <b>OR</b> PLAN60861 International Planning: Systems and Frameworks  <i>A student who has already studied planning to a suitable level may substitute one of the starred units from the list below(subject to agreement with the Programme Director)</i>	<b>Semester 1</b>
<b>PLAN60341</b>	15 credits	<b>Option – Choose 1</b>	
Real Estate Law in Practice		PLAN60711 Urban Regeneration * PLAN60721 Urban Design: Principles and Practice  PLAN60771 Planning for Environmental Change *  PLAN60411 Environmental Impact Assessment  BMBA60148 New Infrastructure Projects	
<b>PLAN60102</b>	15 credits	<b>PLAN60372</b>	15 credits
Land and Development		Real Estate in 21 <sup>st</sup> Century Business	<b>Semester 2</b>
<b>Option – choose 1</b>	15 credits	<b>PLAN60082</b>	
PLAN60832 International Fieldtrip PLAN60512 Local Economic Development PLAN60812 Neighbourhood Planning		Integrated Client Based Project	
<b>PLAN60390</b>			60 credits
Dissertation			<b>Summer</b>

### MSc Real Estate Asset Management Programme Structure

INDUCTION PROGRAMME		Non credit-rated	
<b>PLAN60331</b>	15 credits	<b>PLAN60351</b>	15 credits
Property Valuation		Commercial Asset Management	
<b>PLAN60341</b>	15 credits	<b>Specialism</b>	15 credits
Real Estate Law in Practice		PLAN60021 Planning Powers and Procedures	
		PLAN60861 International Planning: Systems & Frameworks	
<b>PLAN60102</b>	15 credits	<b>PLAN60372</b>	15 credits
Land and Development		Real Estate in 21 <sup>st</sup> Century Business	
<b>Option – choose 1</b>	15 credits	<b>PLAN60082</b>	15 credits
PLAN60832 International Fieldtrip		Integrated Client Based Project	
PLAN60362 Strategic Management of the Built Environment			
<b>PLAN60380</b>			60 credits
Dissertation			<b>Summer</b>

### MSc Urban Regeneration and Development Programme Structure

INDUCTION PROGRAMME		Non credit-rated	
<b>PLAN60711</b>	15 credits	<b>PLAN60021</b>	15 credits
Urban Regeneration		Analysis and Monitoring of Spatial Policy	
<b>Option – Choose 2</b>		30 credits	
PLAN60021	Planning Powers and Procedures**		
PLAN60041	Urban Theory, Planning Theory and Professional Ethics*		
PLAN60331	Property Valuation		
PLAN60341	Real Estate Law in Practice		
PLAN60621	Urban China		
PLAN60721	Urban Design: Principles and Practice		
PLAN60861	International Planning: Systems and Frameworks**		
PLAN72061	Urban Development Planning in Cities of the South		
BMBA60148	New Infrastructure Projects		
<b>PLAN60102</b>	15 credits	<b>PLAN60512</b>	15 credits
Land and Development		Local Economic Development	
<b>Option – choose 1</b>	15 credits	<b>PLAN60082</b>	15 credits
PLAN60812	Neighbourhood Planning***		
PLAN60522	Community Development		
PLAN60832	International Fieldtrip***		
IDPM60552	Climate Change, Disasters and Urban Poverty		
<b>PLAN60550</b>		60 credits	
Dissertation			<i>Summer</i>

## Course Unit Outlines

### 1. GENERAL INFORMATION

Title	<b>Planning Powers &amp; Procedures</b>
Unit code	<b>PLAN60021</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Studio workshops
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Mark Baker & Roger Bristow
ECTS**	7.5
Notional hours of Learning***	150

### 2. AIMS

<ol style="list-style-type: none"> <li>1. To introduce students to the principles of law and governance and to provide a contextual setting for the administration of the planning system</li> <li>2. To give a basic understanding of the planning systems in the United Kingdom, and then to focus on English national planning policy, local development plan-making (LDF), neighbourhood planning and the management and control of development</li> <li>3. To understand the nature of development constraint and promotion and the linkages between planning policies, development plans and development control</li> <li>4. To introduce skills associated with the advocacy of planning cases at a public inquiry situation</li> <li>5. To provide an understanding of operational aspects of the implementation of the planning system and its management and performance</li> </ol>
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### 3. BRIEF DESCRIPTION OF THE UNIT

<ul style="list-style-type: none"> <li>• Historical perspectives, legal administrative and institutional frameworks for UK planning</li> <li>• EU institutions and policy frameworks</li> <li>• National, regional and sub-regional planning policy in the UK</li> <li>• Forward Planning and Local Development Frameworks in England</li> <li>• Supplementary Planning Documents and Neighbourhood Plans</li> <li>• Introduction to development control</li> <li>• Making planning applications</li> <li>• Determining planning applications</li> <li>• Role of negotiation: Planning gain</li> </ul>
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- Operating the system – enforcement, appeals and inquiries
- Mock public inquiry
- Special forms of control
- Contemporary changes and developments

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	At the end of this unit, students should:
Knowledge and understanding	Understand the governmental, governance and legal contexts for spatial planning in the United Kingdom; Demonstrate an understanding of the main instruments of the English statutory town planning system, including the relationship between development plans and development management and control; Understand the legal and regulatory basis for implementation and delivery of the English planning system, and the significance of mediation, appeals and enforcement for planning practice; Understand the application of policies, plans and other forms of development strategies for individual planning decisions
Intellectual skills	Critically assess the operation and nature of the current UK / English statutory planning system and the impact of recent reforms, and the broader context of government and legal frameworks, through the seminar discussions and individual essay.
Practical skills	Practical experience of aspects of plan-making and development control gained through seminars / workshops and mock planning inquiry exercise.
Transferable skills and personal qualities	Teamworking skills, presentation skills, report writing skills, advocacy skills gained particularly through the mock planning inquiry exercise.

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures, Practical Workshops / Seminars and Mock Planning Inquiry

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Essay	2,500	Written feedback	60%
Workshops & Inquiry (group work)		Written feedback	40%

#### 7. INDICATIVE READING LIST

Department of Communities and Local Government (2012) National Planning Policy Framework (NPPF)  
 Other relevant Government policy and legislation (e.g. Localism Act 2011; Planning & Compulsory Purchase Act, 2004).  
 Cullingworth, B. and Nadin V. (2006) *Town & Country Planning in the UK* (14<sup>th</sup> Edition), Routledge, London.  
 Moore, V. and Purdue, M. (2012) *A Practical Approach to Planning Law* (12<sup>th</sup> Edition) Oxford University Press, Oxford.  
 Latest developments in UK planning system and processes, including web-based resources:  
[www.planningportal.gov.uk](http://www.planningportal.gov.uk) and [www.communities.gov.uk](http://www.communities.gov.uk)

## 1. GENERAL INFORMATION

Title	<b>Urban Theory, Planning Theory and Professional Ethics</b>
Unit code	<b>PLAN60041</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Studio workshops/practicals
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Graham Haughton
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

1. To explore the conceptual basis of planning activity.
2. To explore the relationship between planning theory and planning practice.
3. To consider the impact of ethics and values upon planning thought.

## 3. BRIEF DESCRIPTION OF THE UNIT

- Justifications for planning activity
- The foundations of planning theory
- Rational planning perspectives
- Plural planning
- Planning and the market
- The communicative turn in planning thought
- Ethical planning debates

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
Knowledge and understanding	Have acquired an appreciation of the dominant themes in planning theory; Understand the impact of differing social agendas upon the direction of planning;
Intellectual skills	Be aware of the broader social context to planning thought;
Practical skills	
Transferable skills and personal qualities	Be aware of the influence of planning theory upon the role of the planning professional

## 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Combined lecture and seminar sessions. Self directed reading.

## 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Essay	1,500	Written feedback	35%
Essay	2,000	Written feedback	65%

## 7. INDICATIVE READING LIST

\*\*Allmendinger P (2009, 2nd edition) Planning Theory, Palgrave Macmillan, Basingstoke (Main text)  
Allmendinger P (2011) New Labour and Urban Planning, Routledge, London.  
Campbell, S. and Fainstein, S. (2012) Readings in Planning Theory – Third Edition, Blackwell, Malden.  
Hall, P. (1996) Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century, Blackwell, Oxford.

<b>Date of current version</b>	July 2013
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## 1. GENERAL INFORMATION

Title	<b>Client-based Project</b>
Unit code	<b>PLAN40432/60082</b>
Credit rating	15
Level	6
Contact hours	Lecture and practical group work
Other Scheduled teaching and learning activities*	Private study/practical work
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment and Development
Member of staff responsible	Stephen Hincks, Iain Deas
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

The module aims:

1. To bring together students' accumulated knowledge and understanding of planning, urban regeneration, design and/or environmental management and apply it in a 'live' situation for an external client;
2. To expose students to a professional planning, urban regeneration, and/or environmental management context in which to undertake project work; and
3. To allow students to prepare a major piece of professional work related to the 'real world' of planning, regeneration and environmental management practice, linked to specialist study.

## 3. BRIEF DESCRIPTION OF THE UNIT

Content:

- an introduction to the range of projects from which students can choose;
- advice on assembling and managing groups;
- help in managing briefing sessions with the client;
- support on how to produce a scoping study, responding to the client brief;
- tutorial support for group work on survey and analysis;
- assistance with presentation of results/recommendations; and
- help with a final oral and written report to the client.

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
Knowledge and understanding	ability to respond to a project brief, meet tight deadlines and communicate effectively in a professional/client relationship;
Intellectual skills	ability critically to evaluate complex planning, urban regeneration, design and/or environmental problems and devise appropriate policy solutions
Practical skills	apply knowledge of, and skills in, relevant techniques and team working

	within a professional context
Transferable skills and personal qualities	report writing, team working and presentational skills to a professional standard.

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Students work in small groups, responding to a project brief set by tutors in conjunction with a 'real world' client. Students can choose a project from an agreed list published at the start of the course unit. Clients are normally drawn from local planning practices, local authorities or other planning-related organisations. Projects are supervised by tutors and by the client. There is a particular focus on urban regeneration issues.

### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Scoping Report	2,000 words	Written feedback and consultation session	20%
Scoping Presentation	10 minutes	Immediately following the presentation and in written feedback	
Report of Survey	5,000 words	Written feedback and consultation session	30%
Survey Presentation	15 minutes	Immediately following the presentation and in written feedback	
Final Report	7,000 words	Written feedback and consultation session	50%
Final Report Presentation	20 minutes	Immediately following the presentation and in written feedback	

### 7. INDICATIVE READING LIST

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<b>Date of current version</b>	31 <sup>st</sup> July 2013
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## 1. GENERAL INFORMATION

Title	<b>Land and Development</b>
Unit code	<b>PLAN40662/60102</b>
Credit rating	15
Level	7 (YEAR 4 AND PGT)
Contact hours	Lectures 16 hours, Workshops/Seminars/Tutorials 16, Site visit 4, Directed Reading/exercises 20, Practical Work 10, Private Study 76
Other Scheduled teaching and learning activities*	Assignment Surgeries 8
Pre-requisite units	N/A
Co-requisite units	N/A
School responsible	SEED
Member of staff responsible	SELMA CARSON
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

<ul style="list-style-type: none"> <li>• to provide a thorough understanding of the issues that need to be considered as part of the process of developing land, with particular emphasis on the assessment of site potential and meeting commercial expectations</li> <li>• to develop understanding of land use policies and making the best use of land resources through the redevelopment and reuse of previously developed or “brownfield” sites</li> <li>• to foster practical experience and understanding of the development process through preparation of individual development proposals for real potential development sites</li> <li>• to develop competence in financial appraisal and understanding of the concepts of risk and viability in the context of development schemes</li> </ul>
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## 3. BRIEF DESCRIPTION OF THE UNIT

<p>We will study the process of development from project inception, site assessment and initial design through to planning, implementation and scheme disposal. The inter-relationship of the property market and demand for development with planning and environmental regulation will be critically considered as different land uses compete for the available resources. Design, finance, sales and marketing will also be covered. A number of specialist guest speakers will deliver lectures and workshop sessions and there will be at least one relevant site visit. There is a strong focus on financial appraisal and the importance of risk management and viability.</p>
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## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>Students should be able to:</i>
Knowledge and understanding	Demonstrate comprehensive understanding and knowledge of the development process, actors, drivers and constraints
Intellectual skills	Demonstrate sound capacity for critical thinking and ability to present well-justified arguments, recognising the interconnected nature of development practice

Practical skills	Demonstrate numeracy skills through appreciation of issues around selection, accuracy, uncertainty and approximation with numbers
Transferable skills and personal qualities	Communicate ideas effectively through preparation of professional reports

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A range of teaching and learning methods will be adopted with conventional lectures used to introduce topics in a structured manner and to begin critical debate over issues. Workshops, seminars and tutorials are used to practice appraisal techniques and other skills and continue challenging traditional theory and practice. As noted in the Programme Specification, all course material will be available online.

Formative feedback will be given through Q&A, discussion and interactive activities within lectures, workshops and tutorials. Continuous (anonymous) feedback will be available through the discussion thread "Property Post" on Blackboard. Verbal feedback is available on coursework discussed during consultation hours. Detailed written feedback will be given on coursework assignments

### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
The assessment is designed around the student researching and producing a credible development proposal for a site of his/her own choice.		See 5. above	
1. Interim report on development options for the site	1000 words		25%
2. Development proposal including financial appraisal	3000 words plus relevant appendices		75%

### 7. INDICATIVE READING LIST

Adams, D. and Tiesdell, S. (2012) *Shaping Places: Urban Planning, Design and Development*. Abingdon: Routledge

Byrne, P. (1996) *Risk, uncertainty and decision-making in property development* 2nd ed London: E & FNSpon

Dubben, N. & Williams, B. (2009) *Partnerships in Urban Property Development* Chichester: Wiley-Blackwell

English Partnerships (2006) *The Brownfield Guide: a practitioner's guide to land reuse in England*, English Partnerships, London

Guy, C. (1994). *The Retail Development Process: location, property and planning*. London: Routledge

Guy, S. and Henneberry, J. (Eds) (2002) *Development & Developers - perspectives on property*. Oxford: Blackwell

Havard, T. (2008) *Contemporary Property Development* 2nd ed London: RIBA Publishing

Isaac, D., O'Leary, J. and Daley, M. (2010) *Property Development* 2nd ed. Basingstoke: Palgrave Macmillan

Jowsey, E. (2011) *Real Estate Economics*. Basingstoke: Palgrave Macmillan

Ratcliffe, J., Stubbs, M. & Keeping, M. (2009) *Urban Planning and Real Estate Development* 3rd ed. Abingdon: Routledge  
Syms, P. (2010) *Land, Development and Design* 2nd ed. Oxford: Wiley-Blackwell  
Tiesdell, S and Adams, D (2011) *Urban Design in the Real Estate Development Process*, Wiley-Blackwell, Oxford  
Wilkinson, S. & Reed, R (2008) *Property Development* 5th ed. Abingdon: Routledge  
Yudelson, J. and Meyer, U. (2013) *The World's Greenest Buildings* Abingdon: Routledge

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## 1. GENERAL INFORMATION

Title	<b>Property Valuation</b>
Unit code	<b>PLAN41031/60331</b>
Credit rating	15
Level	7 (Year 4 and PGT)
Contact hours	Lectures 16, Site Inspection 4, Workshops/Tutorials 16 Peer Presentations 4, Directed Reading/exercises 20 Practical Work 10, Private Study 76
Other Scheduled teaching and learning activities*	Assignment Surgeries 4
Pre-requisite units	N/A
Co-requisite units	N/A
School responsible	SEED
Member of staff responsible	SELMA CARSON/MARK SHEPHERD
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- to introduce the concept of the property market and examine its operation in a variety of contexts
- to critically examine the purpose of valuation and the regulatory and legal framework under which it is carried out
- to introduce a variety of valuation approaches and develop sound competency in using a number of valuation techniques
- to identify and appraise factors which affect property value
- to critically investigate current issues affecting valuation practice

## 3. BRIEF DESCRIPTION OF THE UNIT

In this module, you will study the operation and characteristics of the property market, together with its relationship with the broader business market and general economic environment. Having considered the role of property and the purpose of valuation, you will examine the three approaches to valuation. Through tutorial exercises, you will develop competence in applying the underlying techniques to various property types and interests, with a particular focus on the market and income approaches. You will research and analyse property data and develop understanding of the factors which affect value and the hierarchy of evidence. This unit will enable you to critically consider contemporary issues in property valuation. Through the assessment process, you will be able to explore a sector of the property market in depth. You will have the opportunity to enhance your negotiation skills through a group task. You will also have the opportunity to inspect and measure, for valuation purposes, a commercial building in Manchester City Centre and prepare a valuation report, having regard to the appropriate professional regulations.

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>Students should be able to:</i>
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Knowledge and understanding	Demonstrate a sound understanding of basic economic principles and their application to the property market Critically discuss the characteristics of property markets across sectors and geographical areas Select appropriate valuation techniques and apply accurately in a range of contexts Explain the framework of regulation for valuation practice in UK and international contexts
Intellectual skills	Critically appraise valuation approaches and techniques and their application in a variety of property market conditions
Practical skills	Demonstrate numeracy skills through appreciation of issues around selection, accuracy, uncertainty and approximation with numbers Communicate ideas effectively through preparation of professional reports and written essays Demonstrate negotiation skills to reach agreement, recognising intercultural backgrounds and group dynamics
Transferable skills and personal qualities	Appreciate the role of professional regulation, including the value of life-long learning for Real Estate practitioners Within a team, recognise and identify the views of others and work constructively with them

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A range of teaching and learning methods will be adopted with conventional lectures used to introduce topics in a structured manner. Workshops and tutorials are used to practice valuation techniques and other skills and to instigate critical debate over issues. A key element of this unit is the on-site inspection and measurement exercise. There will be opportunities to discuss issues with practising valuation surveyors to ensure that valuation theory is grounded in current practice. As noted in the Programme Specification, all course material will be available online. Formative feedback will be given through Q&A, discussion and interactive activities within lectures, workshops and tutorials. The Blackboard system will also provide continuous feedback through the use of an FAQ section and joint learning by using the "Property Post" collaborative chat room. Verbal feedback is available on coursework discussed during consultation hours. Substantive written feedback on your assignments will be provided through Blackboard.

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Group task relating to collation and analysis of valuation information	Presentation with supporting 1000 word document	See 5. above	25%
Individual essay	3000 words		75%

#### 7. INDICATIVE READING LIST

Shapiro, E., Mackmin, D. and Sams, G. (2013) *Modern Methods of Valuation* 11th ed Abingdon: Routledge  
Baum, A., Mackmin, D. and Nunnington, N. (2011) *The Income Approach to Property Valuation* 6th ed

Oxford: Elsevier Ltd  
Dent, P., Patrick, M. and Xu, Y. (2012) *Property Markets and Sustainable Behaviour* Abingdon: Routledge  
Isaac, D. and O'Leary, J. (2011) *Property Investment* 2nd ed Basingstoke: Palgrave Macmillan  
Sayce, S., Smith, J., Cooper, R. and Venmore-Rowland, P. (2006) *Real Estate Appraisal: from value to worth*. Oxford: Blackwell Publishing Ltd  
Jowsey, E. (2011) *Real Estate Economics* Basingstoke: Palgrave Macmillan

<b>Date of current version</b>	14.8.2014
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## 1. GENERAL INFORMATION

Title	<b>Real Estate Law in Practice</b>
Unit code	<b>PLAN41001/60341</b>
Credit rating	15
Level	7 (Year 4 and PGT)
Contact hours	Lectures 18 Seminars/tutorials 9 Directed Reading/online tests/exercises 35 Private Study 80
Other Scheduled teaching and learning activities*	Assignment Surgeries 4 Property Auction 4
Pre-requisite units	N/A
Co-requisite units	N/A
School responsible	SEED
Member of staff responsible	Selma Carson
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- to introduce students to the legal environment in which decisions relating to real estate investment, management and development are made
- to develop sound knowledge and skills in key areas of practice
- to provide opportunities for students to critically explore the application of legal principles and procedures
- to foster students' ability to consider issues holistically and search for creative solutions to legal problems, including methods of alternative dispute resolution.

## 3. BRIEF DESCRIPTION OF THE UNIT

This course unit will introduce students to the fundamental legal principles that underpin real estate practice and must be understood in order to operate effectively. It will then critically explore how these are manifested in, and the consequential impact on, the real estate market and practice. Although English law will be used to examine issues in detail, students are encouraged to consider these concepts operating under different legal jurisdictions. The following topic areas will be covered: the nature of law and legal frameworks; how contracts are created, operated and terminated in general and leases in particular; duties and obligations arising from the law of tort including professional negligence; professional regulation and ethics; property law including land tenure, third party rights, boundary and neighbour issues; conflict avoidance and alternative dispute resolution; the law of estate agency

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>Students should be able to:</i>
Knowledge and understanding	Explain the significance of the legal context and framework for real estate practice Demonstrate applied knowledge of a range of key legal principles in real estate practice

	Demonstrate a comprehensive understanding of a surveyor's professional obligations and the role of professional regulation and ethics
Intellectual skills	Demonstrate the ability to define issues in dispute, identify the relevant legal rules, apply the rules whilst distinguishing between facts in different cases, and reach a reasoned conclusion Differentiate between fact and opinion
Practical skills	Identify and use appropriate information retrieval systems
Transferable skills and personal qualities	Demonstrate their ability to read a range of complex works and summarise their arguments succinctly Recognise their own limitations and work effectively within these Appreciate the ethical dimension to practice

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A range of teaching and learning methods will be adopted with conventional lectures used to introduce topics in a structured manner and to begin critical debate over issues. Seminars and tutorials are used to discuss problem scenarios and critique legal documents and practice. Subject to timetabling, students will attend a property auction in Manchester, in order to evaluate aspects of contract and estate agency practice. As noted in the Programme Specification, all course material will be available online. Formative feedback will be given through Q&A, discussion and interactive activities within lectures, workshops and tutorials. Continuous (anonymous) feedback will be available through the discussion thread "Property Post" on Blackboard. Verbal feedback is available on coursework discussed during consultation hours. Individual online feedback will be provided in respect of the test with further group discussion. Detailed written feedback will be given on the coursework assignment.

### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
1. Online test of understanding of basic legal principles and application to real estate practice	1 hour (max)	See 5. above	25%
2. Critical essay	3000 words		75%

### 7. INDICATIVE READING LIST

Galbraith, A. *et al* (2011) *Galbraith's Building and Land Management Law for Students* 6<sup>th</sup> ed Oxford: Butterworth-Heinemann  
 Moran, A. (2007) *Commercial Property Law*. Exeter: Law Matters Publishing  
 Rodell, A. (Ed). (2013). *Commercial Property*. Guildford: College of Law Publishing  
 Smith, R. (2004) *Case in Point – Estate Agency*. Coventry: RICS Business Services Ltd  
 Wood, D., Chynoweth, P., Adshead, J. and Mason, J. (2011) *Law and the Built Environment* 2<sup>nd</sup> ed. Chichester: Wiley-Blackwell

<b>Date of current version</b>	14.8.2014
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## 1. GENERAL INFORMATION

Title	<b>Commercial Asset Management</b>
Unit code	<b>PLAN41051/60351</b>
Credit rating	15
Level	7 (YEAR 4 AND PGT)
Contact hours	Lectures 20 Workshops/ Seminars 20 Directed Reading/online tests/exercises 26 Private Study 80
Other Scheduled teaching and learning activities*	Assignment Surgeries 4
Pre-requisite units	
Co-requisite units	Property Valuation, Real Estate Law in Practice
School responsible	SEED
Member of staff responsible	SELMA CARSON/MARK SHEPHERD
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- to develop a basic understanding of portfolio selection and risk management
- to develop sound knowledge and understanding of typical lease terms for commercial real estate and the legal and regulatory environment in which they are operated, with particular regard to sustainability
- to introduce the concept of pro-active asset management and encourage informed debate over different strategies and styles of management
- to encourage an inquisitive, critical and forward-looking approach to problem-solving and develop students' ability to anticipate consequential effects of their decisions in asset management

## 3. BRIEF DESCRIPTION OF THE UNIT

This unit will introduce students to the role of the asset manager, from the perspective of commercial property investment. It will cover both pro-active asset management of individual properties within a portfolio and also the broader picture of building a portfolio and the concepts of risk and diversification. All of the teaching and assessment is framed around "virtual" buildings for which management information, typical of that found in practice, will be provided. As the principles of portfolio and asset management and detailed lease terms are considered in the lectures, these are discussed in the context of these buildings. The workshops comprise a series of structured problem-scenarios, which you will work together in groups to resolve. The assessment comprises three further scenarios to which students will, on an individual basis, consider alternative courses of action and provide reasoned responses for their decisions. The final element of assessment will involve valuing the portfolio, to quantify the success of your asset management decisions. Topics to be covered include: adding value – is this enough?, relationship and financial management, using leases effectively, sustainability and "green" leases, risk management and building a portfolio.

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should be able to:
Knowledge and understanding	Demonstrate a comprehensive understanding of the role of the real estate asset manager and a range of strategies to “add value” Demonstrate ability to critically interpret leases and understand the implications for real estate management Demonstrate basic understanding of portfolio risk management and diversification
Intellectual skills	Critically evaluate information, make considered judgements and produce innovative and credible solutions to a problem Demonstrate a reflective approach to problem-solving.
Practical skills	Demonstrate numeracy skills through appreciation of issues around selection, accuracy, uncertainty and approximation with numbers
Transferable skills and personal qualities	Recognise the importance of attention to detail Demonstrate ability to communicate ideas and arguments concisely, using appropriate language for the target audience Demonstrate commercial awareness through consideration of a broad range of issues and the implications on value.

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A range of teaching and learning methods will be adopted with conventional lectures used to introduce topics in a structured manner. Workshops and seminars are a key element of this unit and will be used to discuss scenarios and develop critically reasoned courses of action for a range of typical issues in practice. As noted in the Programme Specification, all course material will be available online. Formative feedback will be given through Q&A, discussion and interactive activities within lectures, workshops and seminars. The Blackboard system will also provide continuous feedback through the use of an FAQ section and joint learning by using the “Property Post” collaborative chat room. Verbal feedback is available on coursework discussed during consultation hours. Substantive written feedback on your assignments will be provided through Blackboard

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Individual portfolio of responses to three scenario problems including a valuation and personal reflective review. The elements will be submitted through Blackboard in three phases, allowing for formative feedback to be received and utilised in the subsequent scenario problem	500 words 2000 words 1500 words	See 5. above	10% 50% 40%

#### 7. INDICATIVE READING LIST

Banfield, A. (2005) *Stapleton’s Real Estate Management Practice* 4th ed. London: EG Books

Forrester, P. (2004) *Case in Point - Service Charges*. Coventry: RICS Business Services Ltd  
Scarrett, D (2011) *Property Asset Management* 3rd ed. Abingdon: Routledge

In addition, texts recommended under Property Valuation and Real Estate Law in Practice will be relevant for this course unit

<b>Date of current version</b>	14.8.2014
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## 1. GENERAL INFORMATION

Title	<b>Strategic Management of the Built Estate</b>
Unit code	<b>PLAN41042/60362</b>
Credit rating	15
Level	7 – YEAR 4 & PGT
Contact hours	Lectures 6 hours, Seminars/Tutorials 6, Site visits 4, Oral presentations to peers 8, Private study and investigation 120
Other Scheduled teaching and learning activities*	Consultation Surgeries (obligatory) 6
Pre-requisite units	
Co-requisite units	
School responsible	SEED
Member of staff responsible	Selma Carson
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- to introduce theories and concepts relating to the strategic management of built estate and develop deep knowledge and understanding of selected aspects
- to foster a spirit of enquiry
- to provide an opportunity for students to scope and carry out a critical investigation in a self-directed way
- to develop student's skills in oral and written presentation, self-reflection and peer review

## 3. BRIEF DESCRIPTION OF THE UNIT

This unit will explore issues that arise when planning and implementing a strategy for managing an estate as opposed to individual buildings. Here, "estate" is understood to be a group of buildings with a commonality, whether of physical location, purpose or ownership. This definition encompasses a broad range of real estate, such as town centres, a major shopping centre or business park, a university campus or transport infrastructure hub, with consequential variety of ownership and management structures, regulatory frameworks, stakeholders and strategic objectives. However, there are common concerns such as tensions at the interface of private ownership and public access and use or at the interface of landlord's rights and obligations and those of tenants. Whilst a common strategic management objective is to create and develop an identity for the estate, the concept of "place-making" can be contentious. Amongst stakeholders, conflicting views can arise on priorities given to social, economic and environmental factors within a management plan.

Through case studies, guest lectures and site visits, we will critically examine approaches taken to the strategic management of the built estate and review the subsequent impact. Using this material as a catalyst, you will select an issue as the basis for your individual investigation. The open nature of the course unit is intended to allow students to pursue deeper study of a sector in which they have a particular interest and it is envisaged that suitable projects will arise in the public, commercial and residential sectors.

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should be able to:
Knowledge and understanding	Demonstrate broad knowledge and understanding of the issues arising in strategic management of the built estate. Demonstrate comprehensive knowledge and understanding of self-selected issues
Intellectual skills	Define a problem and then plan, conduct and report on an independent critical investigation in a self-directed way, building on knowledge and skills.
Practical skills	Prepare and deliver a high quality presentation, using appropriate media, for a target audience
Transferable skills and personal qualities	Demonstrate good level of self-management through effective reflection and time management

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A range of teaching and learning methods will be adopted although there is a strong focus on self-directed learning. There will be an introductory series of guest lectures, site visits and seminars to introduce key theories and concepts and to start critical debate over issues and engender a spirit of enquiry. The scoping reports will be presented to, and discussed by, the student peer group, which will allow students to gain basic knowledge and understanding of a broad range of issues whilst examining one aspect in depth.

Formative feedback will be given through discussion within lectures and seminars. Verbal feedback is available on coursework discussed during consultation hours and each student will be expected to attend one consultation meeting prior to submission of the final report. Detailed written feedback will be given on coursework assignment together with verbal and summary written feedback on the preliminary scoping presentation

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Individual critical investigation on a set theme. Students will define the problem and context for investigation and present their scoping report verbally, with appropriate media, to tutor and peers. Detailed investigations will then be carried out and findings and conclusion presented in writing 1. Scoping report presented verbally	10 min plus questioning from peers	See 5. above	30%
2. Final written report	3000 words		70%

#### 7. INDICATIVE READING LIST

With the broad scope of this unit, there are no key texts but the following may provide relevant

background for particular topic areas, in addition to reading from other course units:  
Banfield, A. (2005) *Stapleton's Real Estate Management Practice* 4th ed. London: EG Books  
Carmona, M. et al (2010) *Public Places, Urban Spaces* 2<sup>nd</sup> ed Abingdon: Architectural Press  
Dempsey N, Smith H and Burton M (2014) *Place-keeping: open space management in practice*  
Routledge, Abingdon  
Department of Communities and Local Government (DCLG) (2012) *Re-imagining urban spaces to help  
revitalise our high streets*. London: DCLG  
Sepe M (2013) *Planning and Place in the City: Mapping Place Identity* Abingdon: Routledge

<b>Date of current version</b>	14.8.2014
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## 1. GENERAL INFORMATION

Title	<b>Real Estate in 21<sup>st</sup> Century Business</b>
Unit code	<b>PLAN41012/60372</b>
Credit rating	15
Level	7 – YEAR 4 & PGT
Contact hours	Lectures 16 hours, Seminars/Tutorials 16, Group presentations to peers 4, Directed Reading/exercises 20, Practical Work 10, Private Study 80
Other Scheduled teaching and learning activities*	Assignment Surgeries 4
Pre-requisite units	
Co-requisite units	
School responsible	SEED
Member of staff responsible	Mark Shepherd/Selma Carson
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- To provide students with a comprehensive understanding of the essential concepts, processes and techniques required to maximise the contribution of real estate to an organisation in today's global business environment
- To provide students with an opportunity to employ knowledge and understanding of the role of real estate in order to produce critically reasoned solutions to a realistic problem scenario and develop communication and presentation skills appropriate to the target audience
- To encourage critical debate on the contribution of real estate to the current business operating environment and the perceived gap between current real estate provision and the requirements of corporate and other organisations

## 3. BRIEF DESCRIPTION OF THE UNIT

This module will combine knowledge of business management and real estate to give critical insight into the manner in which creative and informed use of real estate, as both an asset and factor of production, can enhance organisational performance. Procurement options, benchmarking and workplace design for performance and flexibility will be covered. This unit considers the role of property primarily from the perspective of the end user. The contention will be made that a deeper understanding of this aspect is essential for truly sustainable development and investment management decisions to be made in practice. Extensive use is made of case studies, including the major supermarket chains who are both sophisticated occupiers and developers in their own right. The role of property in public sector and non-profit organisations will be considered alongside businesses operating in the leisure, financial and real estate consultancy sectors. The real estate operating environment is considered across the UK and internationally and one assignment will specifically require students to consider real estate in global business terms.

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>Students should be able to:</i>
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Knowledge and understanding	Demonstrate sound understanding of the principles of business/ organisational management and the relevance of real estate to business strategy and performance
Intellectual skills	Employ knowledge and understanding of theories and concepts related to corporate real estate management to critically appraise current and evolving real estate practice in an international context Use their knowledge and understanding to frame a corporate real estate problem, investigate using appropriate sources of information and propose creative and credible alternative solutions
Practical skills	Communicate information, arguments and solutions effectively, using a variety of media, to both specialist and non-specialist audiences
Transferable skills and personal qualities	Demonstrate high levels of skills in critical reflection, team-working, project management and business and customer awareness

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A range of teaching and learning methods will be adopted with conventional lectures used to introduce topics in a structured manner and to begin critical debate over issues. Tutorials and seminars are used to explore aspects in depth and engender further critical discussion over theory and emerging practice. Students are expected to prepare in advance for the student-led seminars and lead discussion on the selected topic areas. Guest speakers with substantial experience in business real estate and finance departments will provide insight into current practice. Formative feedback will be given through Q&A, discussion and interactive activities within lectures, seminars and tutorials. Continuous (anonymous) feedback will be available through the discussion thread "Property Post" on Blackboard. Verbal feedback is available on coursework discussed during consultation hours. Detailed written feedback will be given to the group for the group project and to individuals for the written coursework assignment

### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Group task to critically investigate a set corporate real estate problem, Prepare and deliver your findings using appropriate media including an individual critical reflection on the task	20 minute presentation plus 750 word reflection	See 5. above	30%
Individual written assignment on a topic selected from the list issued in the first week	2,500 - 3000 words		70%

### 7. INDICATIVE READING LIST

**Haynes, B. P. & Nunnington, N. (2010) Corporate Real Estate Asset Management: strategy and implementation. Oxford: Elsevier**  
 Collins, J. (2001) Good to Great: why some companies make the leap..and others don't. London: Random House  
 Cooke, H. & Woodhead, S. (2007) Corporate Occupiers' Handbook . London: EG Books  
 Edwards, V. & Ellison, L. (2004) Corporate Property Management: aligning real estate with business strategy. Oxford: Blackwell Science Ltd

Finch, E. (Ed) (2012) Facilities Change Management Chichester: Wiley-Blackwell  
Johnson, G. and Scholes, K. (2011) Exploring Corporate Strategy 9th ed. Prentice Hall: Harlow  
Morrison, J. (2011) The Global Business Environment: Meeting the Challenges 3<sup>rd</sup> ed Basingstoke:  
Palgrave Macmillan  
Porter, M (2004) Competitive Advantage: creating and sustaining superior performance London: Free  
Press  
Shimizu, K. (2012) The Cores of Strategic Management Abingdon: Routledge

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## 1. GENERAL INFORMATION

Title	<b>Environmental Impact Assessment</b>
Unit code	<b>PLAN60411</b>
Credit rating	15
Level	6
Contact hours	Lectures, Workshops, Site visit
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Carys Jones/Adam Barker
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- Explain and assess the process, and underlying principles and concepts, of environmental impact assessment (EIA).
- Explore the methods and techniques used in the stages of the EIA process.
- Evaluate the operation of EIA in the UK and other countries.

## 3. BRIEF DESCRIPTION OF THE UNIT

- The EIA process
- History of EIA
- Screening
- Scoping
- Alternatives in EIA
- Impact prediction
- Mitigation measures
- Preparing EIA reports
- Quality and Review of EIA reports
- Consultation and participation
- EIA and decision-making
- Monitoring and auditing
- The future for EIA
- Strategic Environmental Assessment
- Practitioner's Views of EIA, such as
  - o local authority
  - o consultancy
  - o statutory body

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>Students should will be able to:</i>
Knowledge and	Discuss the stages and operation of EIA process

understanding	Discuss current trends in EIA
Intellectual skills	Evaluate the wider role of EIA in the context of sustainable planning Discuss impact assessment concepts Evaluate information to make decisions
Practical skills	Conduct screening, scoping, report review stages of EIA Write reports Analyse and synthesise previous research
Transferable skills and personal qualities	Work effectively in groups. Write reports Make in-class presentations

## 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures and workshops: each element of the course unit will be covered within the lectures and several will also involve a workshop to allow discussion and application of knowledge and skills in small groups followed by plenary discussion

## 6. ASSESSMENT

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Essay	3,000 words	Formative feedback will be given verbally through Q&A and discussion within lecture sessions and in workshops, together with written comments as appropriate, and through the Blackboard Discussion Board. Written formative feedback will be provided on a voluntary essay. Written summative feedback will be given on the essay and report.	60%
Report	1,500 words		40%

## 7. INDICATIVE READING LIST

Glasson, J., Therivel, R. and Chadwick, A. (2012) *Introduction to Environmental Impact Assessment*, 4<sup>th</sup> edition, Routledge, London.

Holder, J. and McGillivray, D. (eds.) (2007) *Taking Stock of Environmental Assessment- law, policy and practice*, Routledge, London.

Lawrence, D.P. (2003) *Environmental Impact Assessment: practical solutions to recurrent problems*, Wiley-Interscience, New York.

Lee, N. and George, C. (eds.) (2000) *Environmental Assessment in Developing and Transitional Countries*, Wiley, Chichester

Morris, P. and Therivel, R. (eds.) (2009) *Methods of Environmental Impact Assessment*, 3<sup>rd</sup> edition, Routledge, London.

Noble, B. (2006) *Introduction to Environmental Impact Assessment: a guide to principles and practice*, OUP, Oxford.

Wood, C. (2003) *Environmental Impact Assessment: A Comparative Review*, 2<sup>nd</sup> edition, Longman, Harlow.

<b>Date of current version</b>	August 2014
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## 1. GENERAL INFORMATION

Title	<b>Concepts in Environmental Law</b>
Unit code	<b>PLAN60441</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars,
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment and Development
Member of staff responsible	Carolyn Abbot
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- To acquire an understanding of the legal, institutional and policy framework which structures and regulates decision-making concerning the environment, using climate change as a case study
- To develop a knowledge of the legal concepts, procedures and techniques which have evolved
- To subject existing procedures and techniques to critical analysis

## 3. BRIEF DESCRIPTION OF THE UNIT

The workshops will address the following:

- An introduction to law and the environment
- A discussion of key environmental principles, focusing on sustainable development and public participation in environmental decision-making
- An evaluation of the law relating to climate change, and an analysis of the political/economic/social dimension of reaching agreement on global climate change law and policy
- A critical analysis of traditional regulatory mechanisms, most notably command and control or direct regulation and its enforcement
- A critical evaluation of the 'new' governance mechanisms utilised in the climate change context, focusing on emissions trading and reflexive forms of governance

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>Students should/will (please delete as appropriate) be able to:</i>
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Knowledge and understanding	<p>Understand and critically evaluate the importance of key environmental principles and their role in shaping law and policy</p> <p>Evaluate the origins, nature and scope of national, EU and international efforts to combat climate change</p> <p>Evaluate the strengths and weaknesses of different regulatory mechanisms used in environmental law and climate change more specifically</p> <p>Consider emerging trends in the approach to climate change</p>
Intellectual skills	<p>Assemble relevant information and subject it to critical legal analysis</p> <p>Engage in and cultivate reasoned legal and policy arguments, by way of both oral and written presentation</p> <p>Develop research skills in a legal context</p>
Practical skills	Students will receive practice in essay writing.
Transferable skills and personal qualities	Students will be able to develop their oral and written communication skills and will have the opportunity to develop their research skills (through preparation for workshops and coursework).

## 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

This course will place prime importance on student-centred learning. Every week, students will have a two-hour workshop session which will provide an overview and explanation of core concepts and legal issues. Student activities will include large and small-group discussions and problem solving exercises. Students' active participation is expected in these workshop sessions and with this in mind, each student will be provided with a workbook of reading materials in advance of each class. These will be designed to supplement reading from the core text.

## 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Essay	4000 words	Written feedback will be provided within 15 days of submission	100%
Non-Assessed Essay – This will give students the opportunity to obtain feedback on a written piece of work that does not count towards the final mark.	2000 words	Written feedback will be provided within 15 days of submission	0%-formative assessment

## 7. INDICATIVE READING LIST

Bell, S., McGillivray, D. and Pedersen, O. (2013) *Environmental Law*. (8<sup>th</sup> ed, OUP).  
 Wilkinson, D. (2002) *Environment and Law*. (Routledge)  
 Holder, J. and Lee, M. (2007) *Environmental Protection, Law and Policy: Text and Materials* (CUP, 7<sup>th</sup> ed.)

<b>Date of current version</b>	21 <sup>st</sup> July 2014
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## 1. GENERAL INFORMATION

Title	<b>Environmental Impact Assessment Project</b>
Unit code	<b>PLAN60452</b>
Credit rating	30
Level	6
Contact hours	Workshops, Seminars, Field trips
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Carys Jones and Adam Barker
ECTS**	15
Notional hours of Learning***	300

## 2. AIMS

1. To provide students with practical experience in undertaking an environmental impact assessment (EIA).
2. To provide practical experience in site evaluation, project design and approaches to impact assessment.
3. To enable students to demonstrate the full range of their knowledge relevant to environmental planning issues set within a case study project.
4. To enable students to utilise fully the self-learning capabilities learnt during their programme and to demonstrate them in a student-led group project.

## 3. BRIEF DESCRIPTION OF THE UNIT

This course unit will provide practical experience of undertaking elements of the EIA process for a project based in the Greater Manchester area. It develops practical knowledge and skills in relation to project design and planning and undertaking environmental impact assessment.

Each group provides advice to a client organisation which has land holdings in the Greater Manchester area and seeks to take forward large scale mixed use development of a particular site.

Groups will be responsible for undertaking all necessary research to gather relevant materials, data, etc. about their site; a site visit will be arranged during Stage 1 to view the different sites.

The context for any proposals is the core strategy prepared by the relevant local authority which will guide the analysis of constraints relating to the site and potential alternatives for future development, followed by the environmental impact assessment of the alternative(s) identified.

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should be able to:
Knowledge and understanding	Critically appraise the key issues in implementing the EIA process;
Intellectual skills	Demonstrate a capability to solve environmental planning problems in a situation requiring both self-motivation and self-reliance
Practical skills	Be able to prepare written reports relating to the EIA process;
Transferable skills and personal qualities	Work in a professional team situation, within given time and resource constraints, in order to achieve an professional standard output

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Introductory seminars for each stage, group tasks, site visit, discussions with practitioners, presentations from practitioners on related elements of EIA process, weekly drop-in sessions.

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Stage 1 report and presentation (group)	4,000 words 15 minutes	Formative feedback will be given verbally through Q&A and discussion within workshop sessions, and in weekly group drop-in sessions. Specific formative feedback will be given on the Stage 1 report. Written summative feedback will be given on the Stage 1 presentation, Stage 2 presentation and Stage 3 report.	15%
Stage 2 presentation (group)	20 minutes		25%
Stage 3 Final report to client (group)	7,000-8,000 words		60%

#### 7. INDICATIVE READING LIST

Carroll, B. and Turpin, T. (2002) *Environmental Impact Assessment Handbook – A Practical Guide for Planners, Developers and Communities* Thomas Telford Ltd, London.

Department of Transport (1993 and updates) *Environmental Assessment Design Manual for Roads and Bridges*, Volume 11 (updated), HMSO, London.  
<http://www.standardsforhighways.co.uk/dmrb/index.htm>

Glasson, J., Therivel, R. and Chadwick, A. (2012) *Introduction to Environmental Impact Assessment*, 4th edition, Routledge, London.

Institute for Environmental Management & Assessment (2004) *Guidelines for Environmental Impact Assessment*, IEMA, Lincoln.

Morris, P. and Therivel, R. (eds.) (2009) *Methods of Environmental Impact Assessment*, 3rd edition, Routledge, London.

Various Environmental Statements held in Kantorowich Library, Humanities Bridgeford Street Building.

Date of current version	August 2014
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## 1. GENERAL INFORMATION

Title	<b>Strategic Environmental Assessment</b>
Unit code	<b>PLAN60462</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Workshops
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Adam Barker and Carys Jones
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

1.	To explore the basis of strategic environmental assessment (SEA).
2.	To evaluate different SEA approaches and methods.
3.	To understand the regulatory context for SEA in different contexts.

## 3. BRIEF DESCRIPTION OF THE UNIT

<ul style="list-style-type: none"> <li>• Extending environmental assessment to the strategic level: policies, plans and programmes</li> <li>• The SEA process</li> <li>• SEA methods</li> <li>• The European directive on SEA</li> <li>• UK approaches to SEA</li> <li>• International and agency examples of SEA</li> <li>• Sectoral responses to SEA</li> <li>• Current developments in SEA</li> </ul>
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## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>Students should be able to:</i>
Knowledge and understanding	Appreciate the relationship between SEA and environmental planning processes; Develop an awareness of SEA effectiveness and performance requirements
Intellectual skills	Develop an ability to debate alternative approaches and establish reasoned arguments.
Practical skills	Obtain a practical understanding of SEA methods and approaches
Transferable skills and personal qualities	Advance skills in group discussion, oral and written presentation, scenario development and problem solving.

## 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Workshops, student-led seminars, lessons from practice, self directed reading.

## 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Group presentation	15 minutes	Formative feedback will be given verbally through Q&A and discussion within lecture/workshop/presentation sessions, together with written comments as appropriate, and through the Blackboard Discussion Boards. Written summative feedback will be given on the group presentation and individual report and essay.	10%
Individual report	1,500 words		30%
Essay	3,000 words		60%

## 7. INDICATIVE READING LIST

Dalal-Clayton, B. and Sadler, B. (2005) *Strategic Environmental Assessment: A Sourcebook and Reference Guide to International Experience*, Earthscan, London.

Fischer, T. (2002) *Strategic Environmental Assessment in Transport and Land Use Planning*, Earthscan, London.

Jones, C., Baker, M., Carter, J., Jay, S., Short, M. and Wood, C. (eds.) (2005) *Strategic Environmental Assessment and Land Use Planning: An International Evaluation*, Earthscan, London.

Marsden, S. (2008) *Strategic environmental assessment in international and European law: a practitioner's guide* Earthscan, London.

Noble, B. (2000) SEA: what is it, and what makes it strategic? *Journal of Environmental Assessment and Policy Management* 2: 203-224.

ODPM (2005) *A Practical Guide to the Strategic Environmental Assessment Directive*, ODPM, London.

Partidario, M. and Clark, E. (eds.) (2000) *Perspectives on SEA*, Lewis, Boca Raton.

Runhaar, H. and Driessen, P. (2007), What makes strategic environmental assessment successful environmental assessment? The role of context in the contribution of SEA to decision-making, *Impact Assessment and Project Appraisal*, 25(1): 2-14.

Therivel, R. (2004) *Strategic Environmental Assessment in Action* Earthscan, London.

Verheem, R. and Tonk, J, (2000) SEA: one concept, multiple forms, *Impact Assessment and Project Appraisal* 18: 177-182.

<b>Date of current version</b>	August 2014
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## 1. GENERAL INFORMATION

Title	<b>Appraisal and Audit</b>
Unit code	<b>PLAN60472</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Workshops, Field Trip
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Carys Jones
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

1. To evaluate current assessment and appraisal tools and their relationships to one another.
2. To develop a critical understanding of the uses and limitations of the main methods of socio-economic appraisal.
3. To review the various types of environmental audit in the context of other environmental management tools.
4. To understand the techniques, skills and indicators used by environmental auditors.

## 3. BRIEF DESCRIPTION OF THE UNIT

- Outline and overview - distribution and explanation of problem based exercises.
- Formation of groups.
- Methods for appraisal
  - Cost-benefit analysis, social impact assessment, health impact assessment
  - Integrating appraisal methods
- Environmental Auditing:
  - audit types
  - objectives and benefits
  - conducting the audit
  - case studies
  - risk auditing
  - workshop
- Environmental Management Systems
  - Certification
  - EMS planning and structure
  - Workshop
  - application and links to other environmental tools

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should be able to:
Knowledge and understanding	demonstrate an understanding of the main methods of socio-economic appraisal, their application and relationships with other assessment methods;
Intellectual skills	indicate understanding of the basic concepts involved with the implementation of formalised environmental management systems and their application.
Practical skills	show a clear understanding of the process of conducting an environmental audit and appreciate some of the main audit criteria;
Transferable skills and personal qualities	Write reports; Prepare and deliver presentations; Work effectively in teams

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Appraisal: problem based learning, workshops, student presentations. Auditing: lectures, workshops
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#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Individual appraisal report	2,500 words	Formative feedback will be given verbally through Q&A and discussion within lecture/workshop sessions, together with written comments as appropriate, and through the Blackboard Discussion Boards. Written summative feedback will be given on the appraisal report and audit strategy and plan.	50%
Individual audit strategy and management plan	2,000 words		50%

#### 7. INDICATIVE READING LIST

<p>Barton, H. and Bruder, N. (1995) <i>A Guide to Local Environmental Auditing</i> Earthscan, London.</p> <p>Becker, H. and Vanclay, F. (eds.) (2003) <i>The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances</i> Edward Elgar Publishing, Cheltenham.</p> <p>Edwards-Jones, G., Davies, B. and Hussain, S. (2000) <i>Ecological Economics: an Introduction</i> Blackwell Science, Oxford.</p> <p>Hanley, N., Shogren, J. and White, B (2007) <i>Introduction to Environmental Economics</i> Oxford University Press, Oxford.</p> <p>Hoggart, C. (2001) <i>Environmental Auditing for the Non-specialist</i>. Chandos, Oxford.</p> <p>Perman, R., Yue Ma, McGilvray, J. and Common, M. (2003) <i>Natural Resource and Environmental Economics</i> 3<sup>rd</sup> Edition, Pearson Education, Harlow.</p> <p>Sheldon, C. and Yoxon, M. (2006) <i>Environmental Management Systems</i>, EarthScan, London.</p>
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Date of current version	August 2014
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## 1. GENERAL INFORMATION

Title	<b>Local Economic Development</b>
Unit code	<b>PLAN40522/PLAN60522</b>
Credit rating	15
Level	6
Contact hours	Lectures, seminars, fieldtrip
Other Scheduled teaching and learning activities*	Private study/practical work
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment and Development
Member of staff responsible	Iain Deas, Stephen Hincks
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- The module aims:
- To introduce students to the principles of local economic development and the workings of local economies,
- To examine the governance of local economic development and to assess interventions.
- Introduce students to some of the techniques and methods used to analyse local economies,
- Examine specific aspects and features of local economic development and to understand how these elements interact and contribute to the processes of economic development in different contexts.

## 3. BRIEF DESCRIPTION OF THE UNIT

Content:

Introduction to local economic development

Concepts and theories of local economic development

Governing local economic development

Interventions, instruments and mechanisms for delivering local economic development

Techniques for assessing and evaluating local economic development

Case studies of local economic development: principles and critiques

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
Knowledge and understanding	Be familiar with the concepts and functions of local economic development, and the application of specific tools of analysis

Intellectual skills	Be able to critique the main rationale for intervention in local economic activity, and to assess the strengths and weaknesses of different local economic development measures
Practical skills	Be able to reflect on and critique the appropriateness of particular measures for varied local circumstances and range of economic problems.
Transferable skills and personal qualities	Developed analytical assessment skills to understand local economic problems and opportunities and to communicate findings concisely through written and verbal means.

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures, seminars and fieldtrips

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Best Practice Poster	A3	Written feedback within 15 working days of submission	30%
Essay	3,500 words	Written feedback within 15 working days of submission	70%

#### 7. INDICATIVE READING LIST

Blair, J.P. and Carroll, M.C. (2009) *Local Economic Development: Analysis, Practices, and Globalization*. London, Sage.

Nolan, A. (2004) *Evaluating Local Economic and Employment Development: how to assess what works among programmes and policies*. Paris, OECD.

Pike, A., Rodriguez-Pose, A. and Tomaney, J. (2006) *Local and Regional Development*. Oxon, Routledge.

*Journal of Local Economy*. London, Sage

<b>Date of current version</b>	13 <sup>st</sup> August 2014
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## 1. GENERAL INFORMATION

<b>Title</b>	<b>Community Development: Creative engagement and sustainability</b>
Unit code	<b>PLAN60522/PLAN40562</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Studio workshops/practicals, field trip
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment, Education and Development
Member of staff responsible	Dr. Joanne Tippett
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- To develop understanding of the main approaches to community development
- To establish critical understanding of how community development activities are planned and implemented
- To examine the role of key stakeholders in community development; e.g. the local community, business and private sector, local government and voluntary sector
- To develop skills in community planning techniques
- To develop critical awareness as a reflective practitioner

## 3. BRIEF DESCRIPTION OF THE UNIT

- Introduction to Community Development – Key Concepts and Principles
- Communities of practice and place Participatory planning: benefits and barriers
- Sustainability and Community Development
- Designing and implementing community participation for a range of stakeholders
- Power, accountability and representation
- Examples of community development (UK and International)
- Integrating co-production into delivery of strategies and services
- Communities, creativity and change

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of community development and social capital</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the complexity of issues that affect the health and social integrity of communities</li> </ul>
Intellectual skills	<ul style="list-style-type: none"> <li>• Critically appraise the interventions made to assist the development of communities</li> <li>• Situate different approaches to community development within the broader context of sustainable development</li> </ul>
Practical skills	<ul style="list-style-type: none"> <li>• Be better prepared to plan and run a community planning workshop with a wide range of stakeholders</li> <li>• Be able to identify key themes for community development from data generated in participatory workshops</li> </ul>
Transferable skills and personal qualities	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the key players in community development and their roles</li> <li>• Develop ability to write professional reports</li> <li>• Be better able to integrate different perspectives and viewpoints into planning and project management</li> <li>• Demonstrate a reflective attitude towards the role of practitioners in community development</li> </ul>

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures, Workshops and Directed Reading
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#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Reflective learning journal	1,500		35%
Critical report	3,500		65%

#### 7. INDICATIVE READING LIST

<p>Agyeman, J. (2005) Sustainable communities and the challenge of environmental justice, New York, New York University Press</p> <p>Barton H., Grant, H., and Guise, R., (2010) Shaping Neighbourhoods (Second Edition), Spon Press, London.</p> <p>Carley, M. &amp; Christie, I. (2000), 'Managing Sustainable Development', London: Earthscan</p> <p>Cooke, B. and Kothari, U. 2001. Participation - The New Tyranny?, London, Zed Books.</p> <p>Forester, J., 1999. Planning in the face of power, Berkeley, California: University of California Press.</p> <p>Gilchrist, A. 2000. 'The well-connected community: networking to the edge of chaos.' Community</p>
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Development Journal, 35 (3): 264 – 275

Hamdi, N., 2010. The placemaker's guide to building community. London: Earthscan

Haughton, G. (2010) The New Spatial Planning : Territorial Management with Soft Spaces and Fuzzy Boundaries, Routledge, London.

Healey, P. (1997) Collaborative Planning, Shaping Places in Fragmented Societies, Basingstoke, Macmillan.

Hickey, S. and Mohan, G. (2004), Participation: from tyranny to transformation? Exploring new approaches to participation in development London, Zed Books.

Illich, Ivan (1973), Tools for conviviality, London : Calder and Boyars, Available at Main Library Blue Area Floor 2 (301.24 I6 )

Imrie, R. & Raco, M. (eds) (2003) 'Urban Renaissance: New Labour, community and urban policy', The Policy Press, Bristol

Jacobs, J. (1961) The Death and Life of Great American Cities, New York, Random House Inc

Leadbeater, C. 2003. 'Open innovation in public services'. The Adaptive State - Strategies for personalising the public realm. T. Bentley and J. Wilsdon, Ed, Demos: 37 - 49.  
<http://www.demos.co.uk/files/HPAPft.pdf>

Ostrom, Elinor, (1990) Governing the commons: the evolution of institutions for collective action, Cambridge : Cambridge University Press, Available at Kantorowich Library Kantorowich Library default location (333.2 O16 )

Sanoff, H. (2000). 'Community Participation Methods in Design and Planning'. New York, John Wiley and Sons.

Sen, Amartya Kumar (1999) Development as freedom, Oxford : Oxford University Press

Sarkissian, W., Hurford, D., Wenman, C. 2010. Creative community planning: transformative engagement methods for working at the edge, London, Earthscan

Taylor, M. (2000), 'Communities in the Lead: Power, Organisational Capacity and Social Capital' (a consideration of the move towards community leadership) in Urban Studies 37(5-6) p1019-1035

Taylor, M. (2003), Public Policy in the Community. Palgrave, Macmillan

Tippett, J., Handley, J. F. and Ravetz, J. 2007. 'Meeting the challenges of sustainable development—A conceptual appraisal of a new methodology for participatory ecological planning.' Progress in Planning, 67 (1).

Wates, N. (1999), 'The community planning handbook: How people can shape their cities, towns and villages in any part of the world', London: Earthscan (or latest edition if available)

Wondolleck, J. M., Yaffee, S. L. 2000. Making Collaboration Work - Lessons from Innovation in Natural Resource Management. Washington D.C. Island Press

<b>Date of current version</b>	August 2014
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## 1. GENERAL INFORMATION

Title	<b>Urban China</b>
Unit code	<b>PLAN40621/60621</b>
Credit rating	15
Level	6
Contact hours	The course comprises a series of ten sessions, each including a lecture and a student-led seminar with focus on a particular issue around China's urban transition.
Other Scheduled teaching and learning activities*	10x1.5 hour lecture; 10x0.5 hour student-led seminar; 5x2 hour tutorial
Pre-requisite units	
Co-requisite units	
School responsible	Environment, Education and Development
Member of staff responsible	Deljana lossifova
ECTS**	7.5
Notional hours of Learning***	

## 2. AIMS

The course aims to familiarise students with the history and trajectories of sociospatial transformation and rapid urbanisation in China in order to allow them to engage with country-specific issues professionally and academically in a critical and informed manner. It aims to:

- introduce students to China's recent history and the mechanisms behind its current rapid transformation
- familiarise students with relevant urban phenomena, such as privatisation, gentrification, displacement, resettlement and urban growth
- acquaint students with the triggers and consequences of China's recent wave of rural-to-urban migration, investment in infrastructure and urban redevelopment
- present students with an understanding of urban sociospatial co-presence, coexistence and contestation
- prepare students for work in or further study on the country

## 3. BRIEF DESCRIPTION OF THE UNIT

This course is intended as a broad survey of recent urban transitions in China and encourages engagement with bodies of knowledge across different disciplines and fields of inquiry. It will examine sociospatial transformation in China since the beginning of the twentieth century before the background of major shifts in political leadership, international relations, economic context and propagated ideologies.

Lectures will address China's recent history and the contemporary status quo with a focus on the triggers and consequences of rapid urban transformation, taking into account market transition, policy reforms and development agendas. They will examine in-depth the related phenomena of privatisation, resident displacement and rural-to-urban migration and new expressions of sociospatial inequality, such as urban coexistence, urban villages and grassroots contestation.

The course will provide students with a thorough understanding of common issues around

contemporary urban processes in China and prepare them for critical engagement and appropriate professional practice.

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should/will (please delete as appropriate) be able to:
Knowledge and understanding	<ul style="list-style-type: none"> <li>understand and communicate the mechanisms behind China's transformation</li> <li>understand and discuss current urban phenomena in China, their triggers and consequences</li> <li>understand and discuss perspectives on and multi-disciplinary explanations of the most pertaining current issues in urban China</li> </ul>
Intellectual skills	<ul style="list-style-type: none"> <li>assess the impact of micro- and macro-scale interventions on the immediate livelihoods of urban residents and the trajectories of urban development</li> </ul>
Practical skills	<ul style="list-style-type: none"> <li>engage in responsible professional activities in China</li> </ul>
Transferable skills and personal qualities	<ul style="list-style-type: none"> <li>engage in the post-graduate study of urban phenomena in China</li> </ul>

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The course comprises a series of ten sessions, each including a lecture and a student-led seminar with focus on a particular issue around China's urban transition.

10x1.5 hour lecture; 10x0.5 hour student-led seminar; 5x2 hour tutorial

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment activity	Length required	Weighting within unit
Formative assessment: <u>outline essay/policy report</u> mid-term	1,000 words	
Contribution to one group seminar ( <u>group assessment</u> ): Students should identify and read at least one additional relevant recent publication (published within the past two years and not on the reading list) individually and prepare a short seminar in their group. Coherent presentations should include a synthesis, evaluation and critical discussion and will be assessed based on students' ability to identify and synthesise key points and communicate their own perspective.	4 hours (prep time), 30 minutes presentation	20%
Summative assessment: <u>essay/policy report</u> . Final projects will be assessed based on students' ability to use the knowledge acquired in class to interpret, explain and practically address urban China related issues and to effectively communicate their critical and creative interventions.	3,500 words	80%

#### 7. INDICATIVE READING LIST

The list below includes some introductory key texts which will help students to gain an overview of recent academic work on China:

- Ren, Xuefei. Urban China. Cambridge and Malden, MA: Polity Press, 2013.
- Wu, Weiping, and Piper Rae Gaubatz. The Chinese City. Oxon and New York: Routledge,

2013.

- Logan, John R., ed. *Urban China in Transition*. Malden, MA: Blackwell, 2008.
- Ma, Laurence J. C., and Fulong Wu, eds. *Restructuring the Chinese City: Changing Society, Economy and Space*. London and New York: Routledge Taylor & Francis Group 2005.
- Wang, Yaping. *Urban Poverty, Housing and Social Change in China*. London: Routledge, 2004.
- Zhang, Li. *Strangers in the City: Reconfigurations of Space, Power and Social Networks within China's Floating Population*. Stanford, CA: Stanford University Press, 2001.

Students who have not lived, worked or studied in China may find these non-academic works of fiction and non-fiction useful to gain some understanding of the recent history and present in China:

- Hui, Zhou Wei. *Shanghai baby*. Constable & Robinson Ltd, 2004.
- Chung, Chuihua Judy, Jeffrey Inaba, Rem Koolhaas, and Sze Tsung Leong. *Great Leap Forward*. Cologne: Taschen, 2001.
- Hua, Yu. *Chronicle of a blood merchant*. DC Books, 2006.
- Cao, Guanlong. *The Attic: Memoir of a Chinese Landlord's Son*. Berkeley and Los Angeles, California: University of California Press, 1996.
- Fei, Xiaotong. *From the Soil, the Foundations of Chinese Society*. Translated by Gary G. Hamilton and Wang Zheng. Berkeley, Los Angeles, London: University of California Press, 1992.
- Baum, Vicki. *Shanghai '37*. New York: Oxford University Press, 1986. 1939.
- Buck, Pearl S. *The Good Earth*. London: Simon and Schuster, 2004.
- Crow, Carl. *The Chinese Are Like That*. New York and London: Harper & Brothers, 1937.

<b>Date of current version</b>	July 2014
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## 1. GENERAL INFORMATION

Title	<b>Urban Regeneration</b>
Unit code	<b>PLAN60711</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Studio workshops/practicals
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment and Development
Member of staff responsible	Iain Deas
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

1. To introduce students to the field of urban regeneration through critical assessment of contemporary policy scope at various scales.
2. To explore the evolution of urban regeneration policy in England (and beyond), with particular regard to the implications for spatial planning;
3. To stimulate thinking about the formulation, implementation and impact of urban regeneration initiatives, and to develop and appreciation of the policy processes involved
4. To consider the role of political and institutional change in shaping the nature and form of urban regeneration, in particular the sub-national and central-local dynamics
5. To help develop an understanding of the effective management of regeneration initiatives through an appreciation of the scope for action of those working in the field
6. To set the context for practical study through project work in semester 2.

## 3. BRIEF DESCRIPTION OF THE UNIT

### **PART A: URBAN REGENERATION: HISTORICAL LEGACY**

*Urban restructuring and the rationale for area-based policy*  
*Shifting themes in urban regeneration policy: the historic legacy*  
*'Enterprise' and the 'inner city': the policy imprint of neo-liberal politics and its enduring legacy, from Thatcher to Cameron*

### **PART B: REGENERATING NEIGHBOURHOODS**

*New Labour and urban policy: key themes in the Neighbourhood Renewal agenda and the prospects for future policy*  
*Case study I: Managing community-led regeneration*  
*Case study II: Housing Market Renewal*  
*The urban renaissance agenda and city centre living*

**PART C: REGENERATING CITIES AND REGIONS**

*Regions, city-regions and supra-regions I: the rise (and demise) of the RDAs and the emerging shape of sub-national regeneration policy*

*Regions, city-regions and supra-regions II: City-regions as an alternative fix for regeneration*

*Case study III: Governing regeneration in a complex conurbation*

**4. INTENDED LEARNING OUTCOMES**

Category of outcome	At the end of this unit, students should:
Knowledge and understanding	Have an understanding of the principal social, economic and physical challenges confronting cities and regions in England; have knowledge of the key features and impacts of recent urban regeneration policies in England; have an understanding of the relationship between urban regeneration policy and changing economic, social and political circumstances; have an appreciation of the performance and impact of regeneration policies, programmes and projects at various scales of governance
Intellectual skills	
Practical skills	Have an awareness of the procedural and management consideration involved in the delivery of urban regeneration initiatives; show the ability to apply the knowledge gleaned through the course unit to second semester practical project work
Transferable skills and personal qualities	

**5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)**

This course will be delivered through lectures and student-led seminars

**6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)**

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Group seminar presentation			20%
Essay			80%

**7. INDICATIVE READING LIST**

Cochrane, A. (2007) *Understanding urban policy: a critical approach*, Oxford: Blackwell

Imrie, R. and Raco, M. (2003) *Urban renaissance? New Labour, community and urban policy* Bristol: The Policy Press

Another book I recommend as a critical overview is Hatherley, O (2011) *The New Ruins of Great Britain*, Verso. This is a polemic which covers many of the issues on the course.

**Date of current version**

2013

**1. GENERAL INFORMATION**

Title	<b>Urban Design</b>
Unit code	<b>PLAN60721</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Studio workshops/practicals
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Mr Robert (Bob) Phillips
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

*The unit aims to:*

1. *To introduce the vocabulary of architecture and urban design*
2. *To explain the technique of area character analysis*
3. *To introduce urban design literature, concepts and relationship with the planning system*
4. *To develop skills of design and presentation*

## 3. BRIEF DESCRIPTION OF THE UNIT

The course introduces students to the basic theories and concepts behind urban design and its relationship to town planning. We cover some of the key theorists, their ideas and apply these to the real world. The course goes on to look at techniques for undertaking urban design analysis for both neighbourhoods and specific sites before seeking to apply both site analysis and theory in developing urban design guidance. Much of the course is taught through the use of seminars and workshops (some by external guest lecturers) the entirety of which is designed to equip students to work professionally in the fields of urban design and town planning.

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
Knowledge and understanding	To be familiar with urban design theory, best practice and key theorists; be able to describe and represent neighbourhood character; understand the principal categories of urban design intervention.
Intellectual skills	Exploring the key theories and history of urban design and its relevance to land use planning.
Practical skills	Have acquired presentational and graphic techniques for urban design suitable for the professional sphere
Transferable skills and personal qualities	Graphical and verbal presentation, professional writing style, project planning and delivery

**5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)**

Weekly lectures, seminars and workshops and studio sessions (including computer lab work) including a series of field visit and directed research and survey work.

**6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)**

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Project 1: Visual Essay	Max 3500 words	Formative feedback throughout project and final formal feedback	30%
Project 2: Neighbourhood to Site Design	Max. 12x A3	Formative feedback throughout project and final formal feedback	70%

**7. INDICATIVE READING LIST**

Barnett J *Introduction to Urban Design* **711.4/B450**  
 Barton H et al *Shaping Neighbourhoods* **711.001/B154**  
 Bentley et al *Responsive Environments*  
 Carmona M & Tiesdell S *Urban Design Reader* **771.4 C374**  
 English Partnerships *Urban Design Compendium* **729/E3**  
 Haas T *New Urbanism and Beyond* **711.4 H307**  
 Hartwell C *Manchester* **720.942721/H2**  
 Larice M & McDonald E *The Urban Design Reader* **711.4/L471**  
 Moor M & Rowland J *Urban Design Futures* **711.4/M442**  
*Urban Design* (quarterly journal of the Urban Design Group)  
 Web-resources include: -  
     CABE: [www.cabe.org.uk](http://www.cabe.org.uk)  
     EDINA DIGIMAP (for guidance see [edina.ac.uk/digimap/digimapfaq.html](http://edina.ac.uk/digimap/digimapfaq.html))  
     PLANNING PORTAL: [www.planningportal.gov.uk](http://www.planningportal.gov.uk)  
     PRINCE’S FOUNDATION: [www.princes-foundation.org](http://www.princes-foundation.org)  
     RUDI, available through JRULM e-resources: [www.rudi.net](http://www.rudi.net)  
 URBAN DESIGN GROUP : [www.udg.org.uk](http://www.udg.org.uk)

<b>Date of current version</b>	July 2013
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## 1. GENERAL INFORMATION

Title	<b>Analysis and Monitoring of Spatial Policies</b>
Unit code	<b>PLAN40761/60761</b>
Credit rating	15
Level	6
Contact hours	Lectures and Workshops
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Stephen Hincks, Cecilia Wong
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

The module aims:

To enhance the understanding of trends and spatial patterns of development to provide a context to policy-making.

To introduce diagnostic analysis and projections so as to establish the causal and inter-relationship between different factors and activities to assist problem definition, and to predict and estimate future levels of activities under different assumptions and scenarios.

To learn various methodologies involved in carrying out policy monitoring and evaluation to assess the outputs and outcomes of policy action.

To make use of on-line databases and information technology to analyse and present analytical findings.

## 3. BRIEF DESCRIPTION OF THE UNIT

This first semester module seeks to provide students with a coherent guide to the variety of methods and techniques employed in analysing contemporary spatial planning issues and monitoring and evaluating policy outcomes and impacts. The module addressed the following issues:

Analysis of trends and spatial patterns with indicators

Baseline profiling and making use of neighbourhood statistics

Monitoring of change: time series and spatial movement

Processing quantitative data with SPSS

Planning applications with GIS

Housing market analysis

Area typologies and classifications

Projections and scenario building

Policy evaluation and impact analysis

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	At the end of this unit, students should:
Knowledge and understanding	Be familiar with the range of techniques and methods used to analyse, monitor and evaluate spatial planning issues and policy action and have a good grasp of the basic principles that underpin the application of these techniques and methods;
Intellectual skills	appreciate the usefulness, as well as the limitations, of such techniques and methods under different contexts;
Practical skills	have the ability to manage and perform basic analysis with such methods and techniques to planning-related work.
Transferable skills and personal qualities	developed skills in ArcGIS and SPSS; data handling and analysis skills; and critical thinking about the application of such techniques to evidence-based policymaking

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures and computer workshops
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#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
1) Local Plan Monitoring - <b>Individual</b> Project Chapter	3,000 words	Written feedback will be provided on the individual chapter within 15 working days from submission	(50%)
2) Techniques Exercise - <b>Individual</b> Workshop Portfolio	2,500 words	Written feedback will be provided on the individual exercises and will be returned to students during a feedback session in Week 12	(25%)
3) Local Plan Monitoring - <b>Group</b> Project Final Report	5,000 words	Written feedback will be will be provided on the group report within 15 working days from submission	(25%)

#### 7. INDICATIVE READING LIST

<p>Carley, M. (1980) Rational Techniques in Policy Analysis Heinemann Educational Books, London</p> <p>Davies, H. (1995) Demographic Projection Techniques for Regions and Small Areas: A Primer UBC Press, Vancouver.</p> <p>Field, B. and MacGregor, B. (1987) Forecasting Techniques for Urban and Regional Planning, Hutchinson, London.</p> <p>Hambleton, R. and Thomas, H. (1995) Urban Policy Evaluation: Challenge and Change, Chapman, London.</p> <p>Innes, J. E. (1990) Knowledge and Public Policy: the Search of Meaningful Indicators, New Brunswick, NJ: Transaction Publishers.</p> <p>ODPM (2006) A Framework for City Regions, ODPM (now DCLG), London.</p>
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[http://www.communities.gov.uk/pub/588/AFrameworkforCityRegionsResearchReportPDF814Kb\\_id1163588.pdf](http://www.communities.gov.uk/pub/588/AFrameworkforCityRegionsResearchReportPDF814Kb_id1163588.pdf)

ODPM (2006) State of the English Cities, ODPM (now DCLG), London.

<http://www.communities.gov.uk/index.asp?id=1127498>

RTPI (2006) Uniting Britain: The evidence base - spatial structure and key drivers, RTPI, London

<http://www.rtpi.org.uk/resources/publications/spatial.html>

Wong, C. (2006) Indicators for Urban and Regional Planning: the Interplay of Policy and Methods, Routledge, London.

## 1. GENERAL INFORMATION

<b>Title</b>	<b>Planning for Environmental Change</b>
Unit code	<b>PLAN40391/PLAN60771</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Studio workshops/practicals
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment, Education and Development
Member of staff responsible	Dr. Joanne Tippett
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

Explore the linkages between environmental change and sustainable development

Understand the complexities associated with planning for phenomena that are dynamic and often poorly understood

Explore the synergies and conflicts between the theories and practices aimed at responding to environmental change

Develop an awareness of the strengths and weaknesses of environmental planning practice

## 3. BRIEF DESCRIPTION OF THE UNIT

The nature of environmental concern

Planning for a changing environment

Theories and politics of sustainability

Climate change science and impacts

Climate change adaptation; planning and decision-making tools

Circular economy

Ecological design and future planning

Challenges of long-term planning for renewable energy

Landscape character and impact assessment

Landscape dynamics and the management of change

Urban green spaces and Green Infrastructure

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
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Knowledge and understanding	<ul style="list-style-type: none"> <li>• Understand the dynamics of environmental change</li> <li>• Understand the linkages between environmental change, environmental justice and sustainable development</li> <li>• Understand how complexities and uncertainties affect the strategic basis for environmental planning</li> </ul>
Intellectual skills	<ul style="list-style-type: none"> <li>• Critically appraise different environmental planning responses</li> <li>• Situate different environmental planning responses within the broader context of sustainable development</li> </ul>
Practical skills	<ul style="list-style-type: none"> <li>• Be better prepared to plan responses to environmental change in a variety of contexts</li> </ul>
Transferable skills and personal qualities	<ul style="list-style-type: none"> <li>• Develop ability to write professional reports</li> <li>• Demonstrate an awareness of the key players in environmental planning and their roles</li> <li>• Demonstrate a reflective attitude towards professional practice in environmental planning</li> </ul>

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures, Workshops and Directed Reading
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#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Critical briefing note (individual assignment)	2,000		40%
Essay (individual assignment)	3,000		60%

#### 7. INDICATIVE READING LIST

<p>Agyeman, J. (2005) Sustainable communities and the challenge of environmental justice, New York, New York University Press</p> <p>Benson, J and Roe, M. (2000) Landscape Sustainability, Spon, London.</p> <p>Bulkeley, H. and Betsill, M. (2003) Cities and Climate Change: Urban Sustainability and Global Environmental Governance, Routledge, London.</p> <p>Carley, M. &amp; Christie, I. (2000), 'Managing Sustainable Development', London: Earthscan</p> <p>Giddens, A. (2009) The Politics of Climate Change, Polity, Cambridge.</p> <p>Houghton, G. (2010) The New Spatial Planning : Territorial Management with Soft Spaces and Fuzzy Boundaries, Routledge, London.</p> <p>Hough, M. (2006) Cities &amp; Natural Process, Routledge, London.</p>
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Jordon, A. (2002) *Environmental Policy in the European Union, Actors, Institutions and Processes*, Earthscan, London.

Kohn, M. (2011) *Turned Out Nice: How the British Isles will Change as the World Heats Up*, Faber and Faber, London.

Layard, A., Davoudi, S. and Batty, S. (eds.) (2001) *Planning for a Sustainable Future*, Spon, London

Morris, P. and Therivel, R. (eds.) (2001) *Methods of Environmental Impact Assessment*, UCL Press, London, 2nd edition

O’Riordan, T. (ed.) (2000) *Environmental Science for Environmental Management*, Prentice Hall, Harlow, 2nd edition

Ravetz, J. (2000) *City – Region 2020*, Earthscan, London Reid, D. (1995) *Sustainable Development*, Earthscan, London.

Roaf, S. et al. (2004) *Adapting Buildings and Cities for Climate Change: A 21st Century Survival Guide*, Oxford Architectural, Oxford.

Royal Commission on Environmental Pollution (2002) *Twenty-third Report: Environmental Planning*, Cm 5459, TSO, London.

Rydin, Y. (2003) *Urban and Environmental Planning in the UK*, Macmillan, Basingstoke.

Selman, P. (2000) *Environmental Planning*, Paul Chapman, London.

Selman, P. (2006) *Planning at the Landscape Scale*, Routledge, London.

Silver, JP. (2010) *LIFE: Building up Europe's Green Infrastructure: Addressing Connectivity and Enhancing Ecosystem Functions*, Office for Official Publications of the European Union, Luxembourg.

Shaw, R., Colley, M. and Connell, R. (2007) *Climate change adaptation by design: a guide for sustainable communities*, London: TCPA.

Therivel, R. (2004) *Strategic Environmental Assessment in Action*, Earthscan, London.

Tippett, J., Handley, J. F. and Ravetz, J. 2007. 'Meeting the challenges of sustainable development—A conceptual appraisal of a new methodology for participatory ecological planning.' *Progress in Planning*, 67 (1).

UN-Habitat (2009) *Global Report on Human Settlements 2009: Planning Sustainable Cities*, London: Earthscan

Wheeler, S. (2004) *Planning for Sustainability: Towards More Liveable and Ecological Communities*, Routledge, London.

Wheeler SM and Beatley T (eds) (2004) *The Sustainable Urban Development Reader*, London, Routledge.

White, I. (2010) *Water and the City: risk, resilience and planning for a sustainable future*, Routledge: London.

Williams, K. and Burt, E. (2000) *Achieving Sustainable Urban Form*, Spon, London.

Wondolleck, J. M., Yaffee, S. L. 2000. *Making Collaboration Work - Lessons from Innovation in Natural Resource Management*. Washington D.C. Island Press

World Commission on Environment and Development (1987) *Our Common Future*, Oxford University Press, Oxford

<b>Date of current version</b>	August 2014
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## 1. GENERAL INFORMATION

Title	<b>Neighbourhood Planning</b>
Unit code	<b>PLAN 60812</b>
Credit rating	15
Level	6
Contact hours	Lectures, Seminars, Studio workshops/practicals
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment and Development
Member of staff responsible	Jenni Cauvain & Richard Kingston
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- To introduce students to the complexity of developing strategic spatial strategies at local and neighbourhood scales.
- To develop planning and regeneration skills in socio-economic, environmental and policy analysis, and subsequently strategic site planning.
- To develop the approaches and techniques of wide-area spatial analysis, and to the presentation of issues and options for decision making.
- To explore imaginative approaches to problem solving.

## 3. BRIEF DESCRIPTION OF THE UNIT

As a part of this programme of work students will develop knowledge and skills in the following areas:

- masterplanning at the neighbourhood scale
- skills workshops: data access and analysis
- presenting the evidence base using statistics and GIS
- townscape analysis
- public realm and movement analysis
- involving the 'community'
- relationship between issues at different planning scales
- group working, written and graphical presentation skills

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
Knowledge and understanding	Demonstrate an awareness of the current context for local strategic planning; Be able to identify appropriate data sources to support local strategic planning; Be able to express visions for strategic site assessment and development; Be able to express an understanding of the relationship

	between strategic planning issues at various scales.
Intellectual skills	Be able to critically examine policy change and imperatives in relation to spatial planning and the different competing imperatives that influence neighbourhood planning.
Practical skills	Be able to use small-area data to build neighbourhood socio-economic and demographic profiles, and to analyse spatially referenced information; Be able to develop coherent and realistic visioning strategies that are integrative in their scope and capable of imaginative and successful delivery.
Transferable skills and personal qualities	Attain a basic competence in visual techniques, and demonstrate confidence in drafting reports, presenting multi media output, and interactive learning.

### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures, workshops, walking tours, spatial data analysis, group presentations and appraisal.

### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Neighbourhood planning essay (Individual assignment).	2,000	Via formal feedback sheets before the Easter break.	50%
Group spatial vision and neighbourhood plan (including baseline presentation).	4,000	Verbal feedback as group work progresses on a weekly basis, followed by formal feedback sheets at the end of the module.	50%

### 7. INDICATIVE READING LIST

Davoudi, S. & Strange, I. (2009) *Conceptions of Space and Place in Strategic Spatial Planning*, RTP1: London.

Davoudi, S. (2006) 'Evidence-based planning. Rhetoric and reality' *disP*, 42, pp. 14-24.

DCLG (2007) *Place Matters*. HMSO: London.

DCLG Neighbourhood planning website, Available at: <https://www.gov.uk/neighbourhood-planning>.

Gaffikin, F. & Sterrett, K (2006) *New Visions for Old Cities: The Role of Visioning in Planning*. *Planning Theory & Practice*, 7(2) 159–178.

Gallent, N., & Robinson, S. (2012) *Neighbourhood Planning: Communities, Networks, Governance*. Bristol: Policy Press.

Pugalis, L. & Townsend, A. (2013) *Rescaling of Planning and Its Interface with Economic Development*. *Planning, Practice and Research*, 28(1), pp. 104-121.

TCPA (2011) *Your Place, Your Plan*. London: TCPA, March.

Various (2001) "Urban neighbourhoods", special edition of *Urban Studies* 38(12), November 2001.

<b>Date of current version</b>	7th July 2014
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## 1. GENERAL INFORMATION

Title	<b>International Fieldtrip</b>
Unit code	<b>PLAN60832</b>
Credit rating	15
Level	6
Contact hours	Lectures, residential fieldtrip
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment, Education and Development
Member of staff responsible	Richard Kingston
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

To explore the nature and purpose of planning via the cross-national comparative perspective to draw out transferable lessons on planning policy and practice.

To develop the critical skills and logical reasoning to appraise different types of planning arrangements.

To foster creative and credible thinking over responses to meet the challenges to spatial planning under different spatial contexts.

To understand the nature and structure of planning within a particular international context

To review the operation of the spatial planning system in another country outside the UK.

## 3. BRIEF DESCRIPTION OF THE UNIT

- Planning practice, governance and institutional frameworks, issues of localism, and zoning control in another country, region or city
- Fieldtrip to a specific city – region, including:
  - o introduction to the specific planning system in the fieldtrip country
  - o academic lectures
  - o practitioner led talks and presentations
  - o site visits and study tours

## 4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>At the end of this unit, students should:</i>
Knowledge and understanding	Have an understanding of how a different planning systems is shaped by unique spatial contexts, judicial-legal frameworks and socio-cultural traditions; Be familiar with the principles, design and practice of planning systems in a different country; Appreciate the value of cross-national learning regarding both its potential and limitations while respecting the diversity of

	culture, values and ideologies of planning
Intellectual skills	Have critical thinking and evaluation skills based on site analysis and discussions
Practical skills	Have developed the skills of comparative analysis, logical reasoning, and applied evaluation through the fieldtrip and the assignments
Transferable skills and personal qualities	Working with professionals in practice. Developing group work skills.

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures, Group Presentation and Residential Fieldtrip.
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#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Oral presentation on a particular aspect of the upcoming fieldtrip	10-15 minute group presentation	Immediately after the presentation and during the fieldtrip.	20%
Individual essay based on a critical reflection of issues related to the fieldtrip	4,000	Via formal feedback sheets at the end of the module.	80%

#### 7. INDICATIVE READING LIST

<p>Booth, P. (1995) Zoning or discretionary action: certainty and responsiveness in implementing planning policy, <i>Journal of Planning Education and Research</i>, 14(2): 103-112.</p> <p>Dühr, S., Colomb, C. &amp; Nadin, V. (2010) <i>European Spatial Planning and Territorial Cooperation</i>. London: Routledge.</p> <p>Healy, P. &amp; Upton, R. (2010) <i>Crossing Borders: International exchange and planning practices</i>. London: Routledge.</p> <p>Newman, P. &amp; Thornley, A. (1996) <i>Urban Planning in Europe</i>. London: Routledge.</p> <p>Sanyal, Bishwapria, (ed.), 2005, <i>Comparative Planning Cultures</i>, Routledge, London.</p>
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<b>Date of current version</b>	03/08/2014
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## 1. GENERAL INFORMATION

Title	<b>International Planning: Systems and Frameworks</b>
Unit code	<b>PLAN60861</b>
Credit rating	15
Level	7
Contact hours	Lectures, Seminars
Other Scheduled teaching and learning activities*	Private study/practical work, directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	Environment, Education and Development
Member of staff responsible	Richard Kingston
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- To provide a grounded theoretical understanding of how the planning system and legal arrangements are shaped by the social, political, administrative and economic contexts.
- To utilise a cross-national comparative perspective to develop critical thinking skills related to how planning policy and practice travel across different contexts.
- To examine planning approaches and their underlying design concepts in selected countries drawn from Asia, the Americas and Europe covering the global south and north.
- To develop the critical skills and logical reasoning to appraise different types of planning arrangements.
- To develop a more informed understanding of how to assess and engage in spatial planning practice under different socio-economic and institutional contexts.

## 3. BRIEF DESCRIPTION OF THE UNIT

- Issues of analysing international planning systems through a comparative perspective
- Definitions and conceptual concerns regarding international planning terminology
- Historical foundations of planning practice, including legal, administrative and institutional frameworks
- European approaches to planning as well as EU trans-European planning policy
- Planning within a devolved UK policy environment
- North American planning practice, governance and institutional frameworks, issues of localism, and zoning control
- Asian planning policy and the development of hybrid approaches to planning practice within Asian countries
- Planning practice in the global south and the role of informal planning systems

- Country-specific case studies from Europe, Americas and Asia
- Critical discussion and comparative analysis of international planning frameworks and their strengths in responding to spatial planning challenges under different contexts

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should/will (please delete as appropriate) be able to:
Knowledge and understanding	Have an understanding of how planning systems are shaped by different spatial contexts, judicial-legal frameworks and socio-cultural traditions.
Intellectual skills	Familiarize with the principles, design and practice of planning systems in different countries. Appreciate the value of cross-national learning regarding both its potential and limitations while respecting the diversity of culture, values and ideologies of planning.
Practical skills	Presentation skills, group working, writing skills
Transferable skills and personal qualities	Develop the skills of comparative analysis, logical reasoning, and applied evaluation through the presentation, group discussions and the assignments.

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures, Seminars, and Presentation

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Oral presentation and accompanying written brief on the international diffusion of ideas	10 minute presentation and 1,000 word essay brief	Immediately following the presentation and written feedback within 15 working days and by personal appointment	(35%)
Individual essay on international planning frameworks	3,000 words	Written feedback within 15 working days and by personal appointment	(65%)

#### 7. INDICATIVE READING LIST

Booth, P. (1995) Zoning or discretionary action: certainty and responsiveness in implementing planning policy, *Journal of Planning Education and Research*, 14 (2): 103-112.

CEC (1997) *The E.U. Compendium of Spatial Planning Systems and Policies*. Luxembourg: Office for the official publications of the European Communities.

Healy, P. & Upton, R. (2010) *Crossing Borders: International exchange and planning practices*. London: Routledge.

Newman, P. & Thornley, A. (1996) Urban Planning in Europe. London: Routledge.  
Sanyal, Bishwapria, (ed.) (2005) Comparative Planning Cultures, Routledge, London.  
UN HABITAT (2009), Global Report on Human Settlements 2009, Planning Sustainable Cities, London: Earthscan.

<b>Date of current version</b>	03.08.2014
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## 1. GENERAL INFORMATION

Title	<b>Urban Development Planning in Cities of the South: an International Perspective</b>
Unit code	<b>PLAN72061</b>
Credit rating	15
Level	6
Contact hours	Lectures, tutorials, presentation session
Other Scheduled teaching and learning activities*	Private study, directed reading, group work
Pre-requisite units	-
Co-requisite units	-
School responsible	School of Environment Education and Development
Member of staff responsible	Melanie Lombard
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

To critically examine urban planning approaches and methodologies used in the global South, which are (or in some cases are not) conducive to achieving equitable and sustainable urban development and poverty reduction in this context.

To understand key issues influencing the development of planning practice in global Southern cities, including historical and theoretical perspectives; and to explore fundamental phenomena shaping urban development planning in the global South today, namely the urban informal economy, and decentralised governance.

To explore key elements of urban provision that planning in this context must address – namely secure urban land tenure, housing improvements, urban infrastructure, and public space – and to understand the impacts of disaster risk and climate change as issues that are of increasing concern to planners.

To draw on different examples of real-world urban planning practice, including formal policy-led approaches and more community-focused ones, to analyse their success in addressing key urban issues in the context of urban informality.

## 3. BRIEF DESCRIPTION OF THE UNIT

- Introduction to urban development planning in cities of the global South
- Historical and theoretical perspectives on planning in the global South
- Conceptions of the urban informal economy
- Urban management and decentralised governance
- Planning for urban land tenure in the context of informality
- Planning for housing improvements in the context of informality
- Planning for urban infrastructure in the context of informality
- Planning for public space in the context of informality
- Managing urban disaster risk and climate change impacts

#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	At the end of this unit, students should:
Knowledge and understanding	Have a critical understanding of the contemporary discourses and practices of urban development planning in the context of cities of the South
Intellectual skills	Be able to apply their knowledge of frameworks for the analysis of urban development planning in cities of the South
Practical skills	Have an understanding of practical cases in which planning is conducive to poverty reduction and inclusive, equitable and sustainable cities
Transferable skills and personal qualities	Have engaged in project work both independently and in collaboration with peers

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Learning will be through nine two-hour lectures, three tutorials of up to two hours, and a dedicated seminar for group presentations. Students are encouraged to develop their own theoretical understanding through guided individual reading and private study as well as through group tutorial interactions and group work in support of presentations.

#### 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Formative assignment	500 words	Written formative feedback will be given after first assignment, and summative feedback for group presentation and individual essay. Verbal feedback will be given in discussions during lectures, tutorials and presentation sessions.	Formative
Group presentation	15 minutes		40%
Individual essay	3,000 words		60%

#### 7. INDICATIVE READING LIST

Beall, J. and Fox, S. (2009) *Cities and Development*. Abingdon, Routledge.

Bicknell, J., Dodman, D. et al. (2009) *Adapting Cities to Climate Change: Understanding and Addressing the Development Challenges*. London: Earthscan.

Cheema, G.S. and Rondinelli, D.A. (eds.) (2007) *Decentralizing Governance: Emerging Concepts and Practices*. Washington DC: Brookings Institution.

Evans B. (2007) *Understanding the Urban Poor's Vulnerabilities in Sanitation and Water Supply*. Centre for Sustainable Urban Development.

Mitlin, D. and Satterthwaite, D. (2013) *Urban poverty in the global South: Scale and nature*. Earthscan, London.

Moser, C. (2009) *Ordinary Families, Extraordinary Lives: Assets and Poverty Reduction in Guayaquil, 1978-2004*. Washington DC: Brookings Institution.

Roy, A. and Alsayyad, N. (2004) *Urban informality: Transnational perspectives from the Middle East, Latin America and South Asia*. Oxford, Lexington Books.

Stein A. and Vance, I. (2008) 'The role of housing finance in addressing the needs of the urban poor: lessons from Central America', *Environment and Urbanization*, 20 (1): 13-30.  
United Nations Human Settlements Programme (2003) *The challenge of the slums. Global Report on Human Settlements 2003*. London: Earthscan.

<b>Date of current version</b>	5 August 2014
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## 1. GENERAL INFORMATION

Title	<b>Best Practice Case Studies in Urban Development</b>
Unit code	<b>PLAN72072</b>
Credit rating	15
Level	4
Contact hours	Lectures, Seminars, Studio workshops/practicals
Other Scheduled teaching and learning activities*	Private study/practical work, Directed reading
Pre-requisite units	-
Co-requisite units	-
School responsible	SEED
Member of staff responsible	Alfredo Stein
ECTS**	7.5
Notional hours of Learning***	150

## 2. AIMS

- Examine urban planning approaches and practices which enable local governments, NGOs, financial institutions and civil society organizations to confront the increasing levels of poverty and inequality, and disaster risk associated with climate change in some cities in the global South
- Explore the extent to which *ex-ante* and *ex-post* assessments of public interventions are able to address urban residential segregation and inequalities, and the ways in which poverty maps drawn from secondary data (e.g. national census or national household surveys) are employed as planning tools to those ends.
- Provide knowledge and practical skills for establishing financially inclusive systems for housing improvements and the introduction of infrastructure and basic services in small and medium size cities.
- Provide practical guidance on mainstreaming climate change asset adaptation into different planning and programmatic interventions and institutional frameworks, in order to build long-term resilience in cities affected by severe and extreme weather.

## 3. BRIEF DESCRIPTION OF THE UNIT

- Introduction to the course:
- Workshop 1: Urban development planning and poverty maps
- Workshops 2 & 3: Planning with communities for the introduction of basic services and infrastructure
- Workshop 4: Planning with households for housing improvements
- Workshop 5: Mainstreaming asset adaptation and disaster risk management in urban development planning
- Presentation sessions

## 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>At the end of this unit, students should:</i>
Knowledge and understanding	Be able to reflect critically on experiences of urban development planning, drawing on case studies to assess best practice with regard to poverty reduction and the creation of more inclusive and equitable cities;
Intellectual skills	Be able to apply key concepts and skills learned from best practice case studies
Practical skills	Engage in team work, negotiate and make decisions drawing on the experience of the workshops
Transferable skills and personal qualities	Have learned to engage in project work both independently and in collaboration with peers

## 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Five workshop sessions: each workshop identifies and assesses instances of best practice in specific case studies in a variety of cities. After each workshop, students will prepare a small individual report. Students will be encouraged to develop their own theoretical and practical understanding through guided individual reading and group tutorial interactions.

## 6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
• Three individual assignments	500 words each	Written feedback will be given to individuals for the written coursework assignment. Before the final essay there will be group tutorials in which general feedback will be provided.	40%
• Individual final essay	2,000 words		60%

## 7. INDICATIVE READING LIST

de la Espriella, C. (2009) 'A Technique for Small Geographical Scale Poverty Analyses: Its Application in the Case of Liberia, Costa Rica', *Urban Studies*, Vol. 46 (11), 2399-2421.

Hamdi, N. (2004) *Small change: About the art of practice and the limits of planning in cities*. Earthscan: London.

Hamdi, N. and R. Goethert (1996) *Action planning for cities: a guide to community practice*, Wiley, Chichester

Kaza, N. (2006) 'Tyranny of the Median and Costly Consent: A Reflection on the Justification for Participatory Planning Processes'. *Planning Theory* 5(3) 255-270.

Lombard M 2012 Using auto-photography to understand place: reflections from research in urban informal settlements in Mexico, Area, DOI: 10.1111/j.1475-4762.2012.01115.x.

Stein, A. (2010) *Urban Poverty, social exclusion and social housing finance: the case of PRODEL in Nicaragua*, Thesis No. 7, HDM, Lund University, Lund.

Stein, A. and Moser, C. 'Asset planning for climate change adaptation: lessons from Cartagena, Colombia', *Environment and Urbanization*, 26 (1): 166-183.

<b>Date of current version</b>	1 <sup>st</sup> August, 2014.
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## Non-credit rated course units

<b>EVDV 61230 Health &amp; Safety Induction</b>	
All new students are required to complete a <i>compulsory</i> Blackboard-based eLearning module in health and safety at the University. You will be automatically enrolled on the course and it will appear in your class list	
<b>Aims</b>	The purpose of the eLearning course is to: <ul style="list-style-type: none"><li>• provide you with appropriate information on the health &amp; safety policies and procedures in place,</li><li>• encourage good practice and set a high standard of health and safety at all times,</li><li>• ensure you are aware of and understand health &amp; safety procedures and information,</li><li>• enable you to take care of your health and safety and that of others who may be affected by your actions.</li></ul>

## Non-Planning Course Outlines

### Business Administration course units (BMBA) – part of the Manchester Business School

Code	Title	Convener	Offered
BMBA60148	New Infrastructure Projects	Nuno Gil	MSc GUDP

### Business and Management (BMAN) – part of the Manchester Business School

Code	Title	Convener	Offered
BMAN72192	Water and Sanitation Planning in Developing Countries	Duncan Thomas and Dale Whittington	MSc GUDP

### Economics course units (ECON) – part of the School of Social Sciences

Code	Title	Convener	Offered
ECON60681	Natural Resource Economics*	Prasenjit Banerjee	MSc EIAM
ECON60781	Economics of Environmental Policy*	Edward Manderson	MSc EIAM

See programme director before selecting this course unit.

The course unit outlines are available at the following link:

<http://courses.humanities.manchester.ac.uk/pg/>

### Environment and Development course units (EVDV) – part of the School of Environment and Development

Code	Title	Convener	Offered
EVDV60511	Research Methodology	Leandro Minuchin	MSc Planning and Environmental Management (Research) (core)

The course unit outline is available at the following link:

<http://www.sed.manchester.ac.uk/postgraduate/taught/courses/modules/courselist.html?department=5>

### Geography course units (GEOG) – part of the School of Environment, Education and Development

Code	Title	Convener	Offered
GEOG60941	GIS and Environmental Applications	Sarah Lindley	MSc EIAM
GEOG60951	Environmental Remote Sensing	Julia McMorrow	MSc EIAM
GEOG70581	Environmental Monitoring and	Claire Goulsbra	MSc EIAM

	Modelling Concepts		
GEOG70911	Issues in Environmental Policy	Noel Castree	MSc EIAM
GEOG70921	Key Debates in Environmental Governance	Maria Kaika	MSc EIAM
GEOG70552	Environmental Monitoring and Modelling Practice	Andrew Lowe	MSc EIAM

Geography course unit outlines are available at the following link:

[http://courses.humanities.manchester.ac.uk/pg/seed/search\\_results.asp?department=4](http://courses.humanities.manchester.ac.uk/pg/seed/search_results.asp?department=4)

<b>IDPM course units (IDPM) – part of the School of Environment, Education and Development</b>
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Code	Semester	Title	Convenor	Offered
IDPM60402	2	Reconstruction and Development	Tim Jacoby	MSc GUDP
IDPM60411	1	Perspectives on Development	Tanja Bastia	MSc GUDP
IDPM60481	1	Fundamentals of Information and Information Systems	Sharon Morgan	MSc EIAM
IDPM60141	2	Poverty and Development: Concepts, Analysis and the International Poverty Agenda	Solava Ibrahim	MSc GUDP
IDPM60531	1	Critical Issues in Urban Inequality	Diana Mitlin	MSc GUDP (core)
IDPM60552	2	Climate Change, Disasters and Urban Poverty	Alfredo Stein	MSc GUDP (core), MSc EIAM
IDPM60561	1	Citizen-Led Development	Diana Mitlin	MSc GUDP
IDPM70982	2	Development Research	Wendy Olson	MSc GUDP
IDPM70991	2	Planning and Managing Development	Admos Chimhowu	MSc EIAM, MSc GUDP

IDPM course unit outlines are available online at the link below:

[http://courses.humanities.manchester.ac.uk/pg/seed/search\\_results.asp?department=5](http://courses.humanities.manchester.ac.uk/pg/seed/search_results.asp?department=5)

<b>Social Statistics course units (SOST) – part of the School of Social Sciences</b>
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Code	Title	Convenor	Offered
SOST70511	Quantitative Methodologies		MSc Planning and Environmental Management (Research) (core)

The course unit outline is available at the following link:

<http://courses.humanities.manchester.ac.uk/pg/>