# Contents

# PROGRAMME: MSc Transport & Urban Planning
Programme Director: Ransford antwi Acheampong
Programme code: 10902

| COMPULSORY/CORE COURSE UNITS | | | |
|---|---|---|---|
| **COURSE CODE** | **COURSE TITLE** | **CREDITS** | **NOTES:** <br> **P = Prerequisite &** <br> **C = Co- requisite** |
| PLAN64061 | Land Use and Transport Planning | 15 | |
| PLAN60761 | Digital Planning – Spatial and Policy Analysis | 15 | |
| PLAN62022 | Future Transport and Mobility | 15 | |
| PLAN62032 | Sustainable Transport Project | 15 | |
| PLAN60962 | Digital Planning - Decision Support Systems | 15 | |
| PLAN62070 | Dissertation [MSc TUP] | 60 | |

| OPTIONAL COURSE UNITS <br> (course unit details given below are subject to change and are the latest example of the curriculum available on this course of study). | | | |
|---|---|---|---|
| **COURSE CODE** | **COURSE TITLE** | **CREDITS** | **NOTES:** <br> **P = Prerequisite &** <br> **C = Co-requisite** |
| GEOG70971 | Sustainable Urban Mobilities | 15 | |
| PLAN60111 | Design for Healthy Places | 15 | |
| PLAN60832 | International Fieldtrip | 15 | |
| PLAN60872 | Infrastructure Planning | 15 | |
| PLAN72072 | Best Practice Case Studies in Urban Development Planning in Cities in the South | 15 | |
| PLAN62011 | Future Cities | 15 | |

| Title | Land Use and Transport Planning |
|---|---|
| Unit code | PLAN64061 |
| Credit rating | 15 |
| Unit level | FHEQ Level 7 |
| Teaching Period | Semester 1 |

**OVERVIEW**

This course unit introduces students to the interdisciplinary field of Integrated Land Use and Transport Planning. Students learn core concepts, principles and emerging debates in the field, and identify institutional and policy issues and challenges relevant to achieving land use and transport systems integration in practice.

Building on the concepts and principles, the course introduces students to analytical tools, methods and models that are being applied in the integrated planning and evaluation of land use and transportation systems. Students will acquire practical understanding of approaches and models of land use and transport systems integration, by exploring international case studies from the Global South and Global North. Students will assess and evaluate the societal and environmental consequences of land use and transport plans and policies.

A primary goal of this course unit is to enable students to appreciate the interconnectedness between land use and transportation systems integration on the one hand and the normative goals of creating inclusive, equitable and environmentally sustainable cities on the other hand.

Students will engage with debates around the impacts of emerging technological and social changes on current and future land use and transport systems, and their integrated planning.

**AIMS**

- Introduce students to the concepts, principles and practices in the interdisciplinary field of land use and transport systems integration.
- Advance students' understanding of how integrated approach to land use and transport planning is critical to the normative goals of creating inclusive, healthy and environmentally sustainable urban futures
- Foster students' understanding of and ability to apply analytical tools, methods, models and software for examining, planning and evaluating the linked responses between land use and transport systems.

**LEARNING OUTCOMES**

- Explain the nexus between land use and transport systems and the underlying mechanisms of interaction.
- Identify and discuss the institutional and political conditions necessary for co-ordinated land use and transport planning, the associated practices and emerging challenges
- Recognise and explain the role of integrated land use and transport planning in sustainable place-making
- Critically assess key concepts, principles and debates on land use and transport systems integration and their practical relevance to urban sustainability
- Demonstrate an ability to appraise and discuss the socio-spatial, economic and environmental consequences of land use and transport policies  plans, and strategies
- Apply analytical tools and methods including GIS to measure, evaluate and interpret differential access to opportunities within different land use and transport systems.
- Demonstrate an ability to gather, and analyse and synthesize complex information   through essay-based assignments and weekly reading summaries
- Apply digital tools and platforms in workshops and delivery of assignments to enhance digital capabilities for employability and professional practice
- Demonstrate effective presentation and communication skills to diverse audiences including peers and tutors
- Demonstrate collaborative problem-solving skills through teamwork


**TEACHING AND LEARNING METHODS**

The course unit will be delivered through a variety of teaching and learning modes, including lectures, expert guest speakers, student-led interactive sessions, student presentations, hands-on software and methods training workshops and a fieldtrip.

Student will attend one three-hour session per week. The lectures will be organized in two sessions. The first session, which is a one-hour-fifteen-minute lecture, will typically introduce core concepts, theories and debates about a topic. This will be followed by forty minutes of student-led interaction session to discuss assigned readings on the topic of the day.

In order to ensure that students engage with assigned readings and participate in the discussion sessions, they would be required ahead of every session to select from the readings provided one article to review and provide a short summary of their reflections. Based on the weekly readings and reflective summaries, students will develop a plan for the essay component of the module assessment.

Students will also learn by completing group-based activities and produce pre-recorded video presentations and policy-briefs to communicate their findings. A component of the module assignment is peer-assessed, with the aim of giving students the opportunity to receive feedback and learn from each other.

There will be a day's fieldtrip, which will involve the class taking the Tram from Manchester city-centre to Salford Media City to demonstrate Transit-Oriented Development.


**ASSESSMENT METHODS**

Assignment 1: presentation and policy brief (10-minute presentation & 500 words) 40% weighting

Assignment 2: Essay (2000 words) 60% weighting


**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe


**RECOMMENDED READING**

Acheampong, R. A., & Silva, E. A. (2015). Land use–transport interaction modelling: A review of the literature and future research directions. *Journal of Transport and Land use*, *8*(3), 11-38.

Banister, D. (2012). Assessing the reality—Transport and land use planning to achieve sustainability. *Journal of Transport and Land Use, 5*(3), 1-14.

Booth, C., & Richardson, T. (2001). Placing the public in integrated transport planning. *Transport policy*, *8*(2), 141-149.

Cervero, R., & Kockelman, K. (1997). Travel demand and the 3Ds: Density, diversity, and design. *Transportation Research Part D: Transport and Environment, 2*(3), 199-219

Deakin, E. (2019) Transportation, land use, and environmental planning (1st Edition). Elsevier: Amsterdam, Netherlands

Geurs, K. and B. Van Wee (2004). Accessibility evaluation of land-use and transport strategies: Review and research directions. *Journal of Transport Geography,* 12, 127-140.

Halden, D. (2011). The use and abuse of accessibility measures in UK passenger transport planning. *Research in Transportation Business & Management*, *2*, 12-19.

Handy, S., Cao, X., & Mokhtarian, P. (2005). Correlation or causality between the built environment and travel behavior? Evidence from Northern California. *Transportation Research Part D: Transport and Environment, 10*(6), 427-444.

Hansen, W. (1959). How accessibility shapes land use. *Journal of the American Institute of Planners, 25*(2), 73-76.

Hull, A. (2005). Integrated transport planning in the UK: From concept to reality. *Journal of transport Geography*, *13*(4), 318-328.

Levinson, D., Marshall, W., & Axhausen, K. (2017). Elements of Access: Transport Planning for Engineers, Transport Engineering for Planners. Network Design Lab, Sydney, Australia.

Silva, C., Pinto, N., & Bertolini, L. (Eds.). (2019). *Designing accessibility instruments: lessons on their usability for integrated land use and transport planning practices*. Routledge.
Stevens, M. (2017). Does compact development make people drive less? *Journal of the American Planning Association,* 83(1), 5-6.

Van Wee, B. (2015). Viewpoint: Toward a new generation of land use transport interaction models, 8(3), 1-10.

**STUDY HOURS**

| Scheduled Activity Hours | |
| --- | --- |
| Lectures | 16.5 hours |
| Practical/Computer workshops | 6 hours |
| Seminars | 10.5 hours |

| Independent Study | |
| --- | --- |
| Private study | 55 hours |
| Directed reading | 62 hours |

**TEACHING STAFF**

| Staff Member | Role |
| --- | --- |
| Dr Ransford A. Acheampong | Unit coordinator |

| Title | Digital Planning – Spatial and Policy Analysis |
|---|---|
| Unit code | PLAN60761 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 1 |

**OVERVIEW**

Evidence-based policy-making is central to contemporary spatial and policy analysis. The consolidation of Geographical Information Systems (GIS) as widely used tools for data management and advanced analysis via intensive use of data and methods to process and map this data have changed the focus of traditional spatial analysis towards a fully fledge use of digital tools.
Spatial and policy analysis knowledge and methods, supported by digital tools, is a central set of knowledge and skills for professionals in urban planning and policy related areas. Acknowledging the ongoing significant shift in the UK and worldwide urban agendas towards a comprehensive digital approach to planning and policy design and monitoring, the course addresses basic and complex issues and delivers an essential toolkit for graduates to be effective professionals in providing robust, intelligible and accessible evidence for all domains of spatial and policy analysis.

This first semester module seeks to provide students with a coherent guide to the variety of methods and techniques employed in analysing contemporary urban issues and spatial and policy outcomes and impacts.
The content of the course unit includes the following four main blocks:
• Basic principles of spatial analysis
• Using indicators in spatial policy analysis and monitoring
• Spatial Analysis Applied: Monitoring Area Structure and Area Change
• Introduction to GIS, spatial queries, geovisualisation and geoprocessing
        o Spatial queries and geovisualisation
        o Spatial statistics
        o Interaction data and geovisualisation
• Coding for spatial analysis

**AIMS**

- To enhance the understanding of trends, relationships and spatial patterns of development and to in order to provide a context for policy-making;
- To present various methodologies of spatial analysis used to carry out spatial policy monitoring and evaluation to assess the outputs and outcomes of policy action;
- To make use of databases and information technology to analyse and present analytical findings;
- To encourage students think critically about (spatial) data, different forms of analysis, and presentation techniques with regard to data and analytical findings.

**LEARNING OUTCOMES**

- Introducing students to the range of techniques and methods used to analyse, monitor and evaluate spatial policy issues and actions;
- Providing students with the knowledge and skills needed to understand and apply these techniques and methods in theory and practice;
- Have a critical opinion about the use of advanced quantitative tools in urban planning and policy analysis;
- Understand the potential and limitations of using quantitative methods in urban planning and policy analysis;
- Demonstrate an understanding of the principles of spatial data analysis and its use in supporting spatial policy issues and actions
- Data collection and management skills;
- Use a range of IT resources to obtain, analyse and present information;
- Use of spreadsheets and GIS to present information in a professional manner;
- Competency in reporting data analyses to support policy and planning processes;
- Use of different spatial analyses methods to develop evidence-based analysis to support policy design and monitoring in the context of both PPEM course units and the professional practice

**TEACHING AND LEARNING METHODS**

The course will have synchronous lectures, some asynchronous lectures, some support readings and many activities that will be subsequently discussed in in-class synchronous discussion sessions.

This module will be delivered through a combination of teaching methods with a strong emphasis on the importance of hands-on experience and small group learning.

The teaching will be largely based on introductory lectures and practical workshops that will be taken by students independently, with a follow-up QA session to consolidate that knowledge.

Short lectures will be used to introduce the concepts and principles that underpin each

method and technique. This will be complemented by workshops to provide students with the first-hand experience of carrying out data collection and analysis tasks.

There will be a strong connection between the different components taught in the module and the individual and project work. These will involve the cumulative collection, analysis and presentation of data and findings throughout the course.

## ASSESSMENT METHODS

Assignment 1: GIS Scenario Exercise (900 words) 30% weighting

Assignment 2: Individual Report (1800-words) 60% weighting and Group Report (200 words per group member) 10% weighting

## FEEDBACK METHODS

Feedback given as per Faculty's timeframe

## RECOMMENDED READING

Carley, M. (1980) Rational Techniques in Policy Analysis: Heinemann Educational Books, London

Davies, H. (1995) Demographic Projection Techniques for Regions and Small Areas: A Primer UBC Press, Vancouver.

Field, B. and MacGregor, B. (1987) Forecasting Techniques for Urban and Regional Planning, Hutchinson, London.

Hambleton, R. and Thomas, H. (1995) Urban Policy Evaluation: Challenge and Change, Chapman, London.

Innes, J. E. (1990) Knowledge and Public Policy: the Search of Meaningful Indicators, New Brunswick, NJ: Transaction Publishers.

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

Wong, C., Baker, M., Webb, B., Hincks, S. and Schultze-Baing, A. (2015) 'Mapping policies and programmes: the use of GIS to communicate spatial relationships in England' Environment and Planning B.

## STUDY HOURS

| Scheduled activity hours | |
|---|---|
| Lectures | 11 |
| Practical classes and workshops | 22 |

| Independent Study Hours | 117 |
|---|---|

**TEACHING STAFF**

| Staff Member | Role |
|---|---|
| Nuno Pinto | Unit coordinator |

| Title | Future Transport and Mobility |
|---|---|
| Unit code | PLAN 62022 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 2 |

**OVERVIEW**

This course unit offers students a deeper understanding of the complex and evolving landscape of future transport and mobility, encompassing technological, environmental, and social and policy dimensions. The transport systems of cities and regions are undergoing radical changes in the context of the emergence of disruptive technologies, new consumption paradigms, new mobility solutions, and business models. These developments are socio-technical in nature and have profound implications for the built form of future cities and individual travel behaviours, as well as ensuring equitable accessibility and promoting sustainable mobility. In this course unit, students will delve deeper into the unfolding technological transitions in urban transport, identify the social, economic and environmental forces driving these transitions and critically examine the implications for cities and their transport systems. The primary focus will be on the implications of new and emerging transport technologies, including AI-driven Autonomous and Connected Autonomous Vehicles (AVs and CAVs); various ICT-mediated mobility solutions (e.g. ride-hailing/ride-sourcing); and new mobility concepts and paradigms, such as Shared-mobility and Mobility-as-a-Service (MaaS). Students will engage with debates about the opportunities novel technologies present as well as the challenges they pose to urban and transport planning. Students will critically evaluate the evolving policy and regulatory response of cities in different contexts to the unfolding socio-technological transitions in urban transport. Taking a futuristic perspective, the course will equip students with the methods and analytical tools needed to envision, anticipate and mediate the consequences of new and emerging transport technologies and associated mobility services for urban areas in different geographic and socio-economic contexts. Ultimately, students on this course will be given the opportunity formulate forward-thinking, future transport and mobility strategies and plans, applying contemporary urban planning, urban design and transport planning thinking, concepts and principles.

**AIMS**

- Advance students' understanding of emerging and future trends in transport and mobility and evaluate their impact on transport systems and cities.
- Empower students to think critically and formulate forward-thinking strategies and policies that address the evolving needs of cities and regions in the context of new and emerging transport technologies and mobility services.
- Foster students' understanding of how to design and advocate for transport systems that contribute to wider urban sustainability imperatives, including reduced emissions and equitable accessibility for all members of society.

**LEARNING OUTCOMES**

- Identify and explain the evolving landscape and ecosystem of transport technologies and mobility solutions, and their key drivers
- Identify and explain emerging policy and regulatory response to future transport technologies and innovations in different contexts
- Identify the challenges and opportunities in future transport and mobility planning, as basis to formulate a Future Urban Transport and Mobility Plan
- Evaluate and explain the multiple-scale built-environment impacts of new transport technologies, using digital tools and spatial analytic models and techniques
- Critically assess new and emerging transport technologies and ICT-mediated mobility solutions and their implications for urban sustainability
- Demonstrate an ability to appraise and discuss the wider social and ethical implications of new and emerging transport technologies
- Apply analytical tools and foresight methodologies to envision and anticipate the consequences of future transport scenarios
- Formulate, evaluate, and critically reflect on forward-thinking policies and strategies for future transport and mobility
- Demonstrate research and analytical skills that are critical to professional practice and/or pursuing further research degrees.
- Demonstrate visual presentation and communication skills that are valued in professional practice, through technical report writing
- Apply digital tools and platforms to enhance digital capabilities for employability and professional practice
- Demonstrate problem-solving skills through the practical project-based individual assignment.

**TEACHING AND LEARNING METHODS**

The course unit will be delivered through a variety of teaching and learning modes, including lectures, expert guest speakers, student-led interactive seminars, and student presentations. Student will attend one three-hour session per week. The lectures will be organized in two sessions. The first session, which is a one-hour-fifteen-minute lecture, will typically introduce core concepts, theories and debates about a topic. This will be followed by forty minutes of student-led interaction session to discuss assigned readings on the topic of the day. Students will also learn by completing project-based assignments individually and/or as a group.

**ASSESSMENT METHODS**

Assessment 1: Transport Policy/Strategy Review (800-word report) 30% weighting

Assessment 2: Strategy Report (2000 words) 70% weighting

**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe

**RECOMMENDED READING**

Acheampong, R. A., Legacy, C., Kingston, R., & Stone, J. (2023). Imagining urban mobility futures in the era of autonomous vehicles—insights from participatory visioning and multi-criteria appraisal in the UK and Australia. *Transport policy*, *136*, 193-208.

Acheampong, R. A., Lucas, K., Poku-Boansi, M., & Uzondu, C. (Eds.). (2022). *Transport and mobility futures in urban Africa*. Springer Nature.

Annema, J. A., Köhler, J., & Wee, B. van (Eds.). (2022). *Innovations in transport : success, failure and societal impacts*. Edward Elgar Publishing.

Banister, D., Hickman, R., & Stead, D. (2007). Looking over the horizon: visioning and backcasting. In *Building blocks for sustainable transport: Obstacles, trends, solutions* (pp. 25-53). Emerald Group Publishing Limited.

Batty, M. (2018). *Inventing future cities*. MIT Press.

Botello, B., Buehler, R., Hankey, S., Mondschein, A., & Jiang, Z. (2019). Planning for walking and cycling in an autonomous-vehicle future. *Transportation research interdisciplinary perspectives*, *1*, 100012.

Collett, K. A., Hirmer, S. A., Dalkmann, H., Crozier, C., Mulugetta, Y., & McCulloch, M. D. (2021). Can electric vehicles be good for Sub-Saharan Africa? *Energy Strategy Reviews*, *38*, 100722

Currie, G. (2018). Lies, damned lies, AVs, shared mobility, and urban transit futures. *Journal of Public Transportation*, *21*(1), 3.

Curtis, C. (2021). *Planning, transport and accessibility*. Lund Humphries.
Finger, M., & Audouin, M. (Eds.). (2019). *The governance of smart transportation systems : towards new organizational structures for the development of shared, automated, electric and integrated mobility*. Springer.

Jiao, J. (2021). *Shared Mobility*. Elsevier.

Legacy, C., Ashmore, D., Scheurer, J., Stone, J., & Curtis, C. (2019). Planning the driverless city. *Transport reviews*, *39*(1), 84-102.

Lyons, G., Rohr, C., Smith, A., Rothnie, A., & Curry, A. (2021). Scenario planning for transport practitioners. *Transportation Research Interdisciplinary Perspectives*, *11*, 100438.

Melander, L. (2018). Scenario development in transport studies: Methodological considerations and reflections on delphi studies. *Futures*, *96*, 68-78.

Meyer, G., & Shaheen, S. A. (Eds.). (2017). *Disrupting mobility : impacts of sharing economy and innovative transportation on cities*. Springer.

Milakis, D., Van Arem, B., & Van Wee, B. (2017). Policy and society related implications of automated driving: A review of literature and directions for future research. *Journal of Intelligent Transportation Systems*, *21*(4), 324-348.

Noussan, M., Hafner, M., & Tagliapietra, S. (2020). *The Future of Transport Between Digitalization and Decarbonization Trends, Strategies and Effects on Energy Consumption* (1st ed. 2020.). Springer Nature. https://doi.org/10.1007/978-3-030-37966-7

Ryley, T., & Chapman, L. (2012). *Transport and climate change*. Emerald.

Sperling, D. (Ed.). (2018). *Three Revolutions : Steering Automated, Shared, and Electric Vehicles to a Better Future* (1st edition.). Island Press/Center for Resource Economics.

**STUDY HOURS**

| Scheduled activity hours | |
| --- | --- |
| Lectures | 16.5 |
| Seminars | 10.5 |
| Tutorials | 6 |
| Practical classes and workshops | 22 |

**TEACHING STAFF**

| Staff Member | Role |
| --- | --- |
| Dr Ransford A. Acheampong | Unit coordinator |

| Title | Sustainable Transport Project |
|---|---|
| Unit code | PLAN62032 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 2 |

**OVERVIEW**

In this course unit, students will have hands-on experience in addressing real-world sustainable transport and mobility problems. Working in project teams, students will bring to bear concepts, theories, principles, and tools and methods learnt in different modules to develop a Sustainable Transport Plan for selected urban areas. Projects will typically involve collaborating with local government agencies and consultancy firms to address specific transport and mobility challenges in their community. Students are expected to use the allocated contact hours to work on their projects and will be supported through a series of workshops that will be aligned to key milestones across the full spectrum of the transport planning process. These workshops will support students to undertake evidence-based baseline analysis from which problems and opportunities will be identified. Building on this initial analysis, students will learn how to formulate policy goals, objectives and strategies, generate and appraise alternative plan scenarios and formulate implementation and monitoring and evaluation plans for selected projects within the plan. Ultimately, this project-based module is designed to enable students to bridge the gap between theory and practice and empower students to make a tangible impact on sustainability through a Transport Plan

**AIMS**

- Foster students' understanding of the multifaceted nature of sustainable transport and mobility, by encouraging and embedding interdisciplinary thinking and approaches to problem solving.
- Empower students to analyse real-world transport problems, evaluate alternative plans and strategies, and design innovative and eco-friendly transport and mobility solutions.
- Provide students the opportunity to interact with practitioners and policymakers in the field to learn about the practical aspects of sustainable transport and mobility planning and implementation.

**LEARNING OUTCOMES**

- Demonstrate an understanding of the key concepts, principles and practices of sustainable transport through a Sustainable Transport Plan.
- Analyse and critically evaluate the role of different modes of transport in addressing accessibility and mobility inequalities, reducing travel-related carbon emissions and promoting liveable urban environments.
- Explain the role of urban planning and policy in promoting sustainable transport, including the role of land use and activity distribution in creating accessible communities.
- Analyse and explain complex sustainable mobility and accessibility challenges at the intersection of existing transport and land use situations of specific urban areas.
- Critically assess the strengths and weaknesses of existing transport and land use plans and policies in terms of social equity and environmental sustainability.
- Critically evaluate the sustainability implications of alternative transport policies and strategies to propose sound courses of action.
- Demonstrate the ability to gather and analyse evidence and data from multiple sources to inform decision-making.
- Apply analytical tools and methods to analyse transport and land use related problems.
- Formulate and evaluate alternative transport and mobility scenarios and justify selected courses of action.
- Apply project management techniques to develop a Sustainable Transport Plan and accompanying project implementation, monitoring and evaluation strategies.
- Demonstrate effective presentation and communication skills to diverse audiences including peers and practitioners in the field.
- Prepare a persuasive and well-structured report to convey the rationale methodology and expected outcomes of a transport plan
- Demonstrate collaborative problem-solving skills through teamwork

**TEACHING AND LEARNING METHODS**

The primary mode of learning and teaching will be through workshops. Each workshop will be 3 hours and team-taught by colleagues with expertise relevant to the project. The workshops will provide a structured environment for students to acquire knowledge relevant to specific stages of the Sustainable Transport Plan making process. Students are expected to use a range of digital and e-learning tools to schedule and meet in groups and to prepare and present key milestones of the project, including the Baseline Analysis Report and the final report of the project—the transport plan.

**ASSESSMENT METHODS**

Assignment 1: Poster (500 words) 30% weighting

Assignment 2: Project Report (3000 words) 70% weighting

**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe.

**RECOMMENDED READING**

Banister, D. (2002). Transport planning (2nd ed.). Spon.

Ben-Akiva, M.E. and Lerman, S.R. (1985). *Discrete choice analysis: theory and application to travel demand*. London: MIT Press.

Curtis, C. (2021). *Planning, transport and accessibility*. Lund Humphries.

Grossardt, T. H., & Bailey, K. (2018). *Transportation planning and public participation: theory, process, and practice*. Elsevier.

Hutton, B. (2013). Planning sustainable transport. Routledge.

Laterrasse, J. (2019). *Transport and town planning : the city in search of sustainable development*. ISTE Ltd.

Lucas, K., Martens, K., Di Ciommo, F., & Dupont-Kieffer, A. (Eds.). (2019). *Measuring transport equity* (First edition.). Elsevier.

Lyons, G., Rohr, C., Smith, A., Rothnie, A., & Curry, A. (2021). Scenario planning for transport practitioners. *Transportation Research Interdisciplinary Perspectives*, *11*, 100438.

Melander, L. (2018). Scenario development in transport studies: Methodological considerations and reflections on delphi studies. *Futures*, *96*, 68-78

Mulley, C., Gebel, K., & Ding, D. (Eds.). (2017). *Walking : connecting sustainable transport with health* (First edition.). Emerald Publishing Limited.

Ortúzar S., J. de D., & Willumsen, L. G. (2011). *Modelling transport* (4th ed.). Wiley-Blackwell.

Pereira, R. H. M., & Boisjoly, G. (Eds.). (2021). Social issues in transport planning (First edition.). Academic Press.

Scholten, C. L., & Joelsson, T. (Eds.). (2019). Integrating Gender into Transport Planning : From One to Many Tracks. Springer International Publishing

Tolley, R. S. (Rodney S. . (2010). Sustainable transport : planning for walking and cycling in urban environments. Woodhead Publishing Limited.

**STUDY HOURS**

| Scheduled activity hours | |
| --- | --- |
| Workshops | 16 |
| Group Work | 17 |

**TEACHING STAFF**

| Staff Member | Role |
| --- | --- |
| Dr Ransford A. Acheampong | Unit coordinator |
| Dr Nuno Pinto | Unit coordinator |
| Dr Helen Zheng | Unit coordinator |

| Title | **Digital Planning – Decision Support Systems** |
|---|---|
| Unit code | PLAN60962 |
| Credit rating | 15 |
| FHEQ Level | Level 7 |
| Teaching Period | Semester 2 |

**OVERVIEW**

Evidence-based decision making is central to contemporary urban issues and policy design and monitoring. The consolidation of Geographical Information Systems (GIS) as widely used tools for data management and advanced analysis via intensive use of data and methods to process and map this data have changed the focus of traditional spatial analysis towards a fully fledge use of digital tools.

Spatial and policy analysis knowledge and methods, supported by digital tools, is a central set of knowledge and skills for professionals in urban planning and policy related areas. Acknowledging the ongoing significant shift in the UK and worldwide urban agendas towards a comprehensive digital approach to urban planning and policy design and monitoring, the course addresses basic and complex issues and delivers an essential toolkit for graduates to be effective professionals in providing robust, intelligible and accessible evidence for all domains of decision support.

This course unit focus on the use of decision support methods and techniques in multiple areas of spatial planning, urban design and transport planning.

The content of the course unit is aligned with the content PLAN60761 Digital Planning - Spatial and Policy Analysis to complement the training on quantitative methods in urban planning and policy design and monitoring.

This course unit is key to development of the topical data-driven approach to urban planning, in line with the current policy agenda on future cities, big data and artificial intelligence, as well as in the UN New Urban Agenda in its multiple layers of good decision-making procedures for sustainable development. The theoretical and methodological content of the course is key for training future professionals in working in decision making in current data-driven environment, both in the context of developed countries but also in developing countries of the Global South.

**AIMS**

- To present the main theoretical grounds of using quantitative approaches based in ICT methods and tools in urban planning;
- To illustrate how to use basic concepts from other areas of knowledge to capture and understand the complexity of urban systems;
- To introduce methodologies that include advanced modelling in urban planning
- To develop further and consolidate the use of data in urban planning

- To develop a critical opinion about the use of decision support systems in urban planning

**LEARNING OUTCOMES**

- Be able to critically assess the validity of using quantitative methods decision making processes in planning;
- Understand the main processes of reducing complex systems to modelling entities considering the basic modelling assumption
- Understand how form and complex socioeconomic dynamics play a central role in complex urban systems
- Have a critical opinion about the use of advanced quantitative tools in urban planning and urban design
- Understand the potential and limitations of using quantitative methods in urban planning
- Be able to take decisions about the recommendation and implementation of their use in real-world case studies
- Be able to use quantitative methods widely used in decision making in planning at multiple scales across multiple planning systems
- Be able to integrate the use of these models with GIS-based solutions
- Be able to work with different quantitative methods and analytical and modelling concepts used in professional practice
- Be able to investigate and develop research on modelling concepts
- Be able to develop quantitative approaches to other planning problems in the different areas of planning.

**LEARNING AND TEACHING METHODS**

The course will use a combination of lectures, practical workshops, some of them using the flipped classroom approach with support of online courses, and surgeries.

The course will have in-classroom synchronous lectures, some asynchronous lectures, support readings and many homework activities that will be subsequently discussed in in classroom synchronous discussion sessions.

This module will be delivered through a combination of teaching methods with a strong emphasis on the importance of hands-on experience and small group learning.

The teaching will be largely based on introductory lectures and practical workshops that will be taken by students in class, with a follow-up discussion session to consolidate that knowledge based on relevant readings.

The practical workshops will focus on hands-on exercises using mock reality case studies and real-world case studies to allow students to understand the potential and limitations of the use of decision support systems.

There will be surgery sessions to support the elaboration of course work.
The course will use a series of free online workshops called Master in Geographical

Modelling developed with Erasmus+ funding by the course convener with a consortium of European Universities.

## ASSESSMENT METHODS

Group Report (500 words per student) 25% Weighting
Individual Essay (2000 words) 75% Weighting

**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe

**RECOMMENDED READING**

Batty, Michael, 2013, The New Science of Cities, MIT Press
Geertman, Stan, Stillwell, John (Eds.), 2009, Planning Support Systems Best Practice and New Methods, GeoJournal Library

Geertman, Stan, Toppen, Fred, Stillwell, John (Eds.), 2013, Planning Support Systems for Sustainable Urban Development, Lecture Notes in Geoinformation and Cartography

Beinat, Euro, Nijkamp, Peter (Eds), 1998, Multicriteria Analysis for Land-Use Management, Springer

Schofield, John, 1987, Cost Benefit Analysis in Urban and Regional Planning, Routledge

European Commission, 2014, Guide to Cost-Benefit Analysis of Investment Projects

**STUDY HOURS**

| Scheduled activity hours | |
| --- | --- |
| Lectures | 11 |
| Practical classes and workshops | 22 |

| Independent Study Hours | 117 |
| --- | --- |

**TEACHING STAFF**

| Staff Member | Role |
| --- | --- |
| Nuno Pinto | Unit coordinator |

| Title | Dissertation |
|---|---|
| Unit code | PLAN62070 |
| Credit rating | 60 |
| Unit Level | FHEQ Level 7 |
| Teaching period | Full Year (mainly semester 2) |

**OVERVIEW**

Students on taught Master programmes, including the MSc in Transport and Urban Planning are required to undertake an independent piece of research on a relevant topic and write a 12,000-word dissertation report. This unit is designed to support students to successfully complete their dissertation projects. It will offer tailored support at critical stages of the research process, including supporting students to identify relevant topics; undertake literature review; frame research problem and identify research aim and objectives/questions; develop an appropriate framework of theories, concepts, models and methodology; and operationalize their research design. These will be achieved through lectures and workshops as well as supervisory arrangements. Students are expected to identify and pursue topics that are of interest to them within the broader fields of transport and urban planning for the dissertation. Topics will then be approved subject to feasibility, ethical considerations and the availability of a suitable supervisor. Throughout this unit, students will have the opportunity to develop advanced research capabilities, enhance their critical thinking, and improve their writing, communication and presentation skills, all of which are essential for both academic and professional success.

**AIMS**

- Provide students an opportunity to plan, manage and conduct independent research in a relevant topic within the fields of transport and urban planning
- Further students' knowledge of the relevant body of literature, and to develop powers of critical reasoning as part of this process
- develop students' writing, presentation and bibliographic skills, and to give them experience of developing and managing a specific programme of work through to final submission

**LEARNING OUTCOMES**

Identify a research topic in the interdisciplinary field of transport and urban planning
Demonstrate an ability to identify and critically evaluate theories, concepts, methodologies and empirical evidence relevant to the chosen topic of research

Apply theoretical and methodological knowledge and skills to address a research problem and contribute to knowledge accretion in the chosen area of research
Critically reflect on the relevance of research findings and their implications for addressing complex transport and urban planning issues
Demonstrate an ability to gather and analyse evidence and data from multiple sources relevant to the dissertation topic.
Apply digital tools and software, analysis methods and techniques learnt in course units within the programme to complete the dissertation
Demonstrate an ability to synthesize and communicate complex information through a coherent dissertation report
Demonstrate an ability for independent thought and to work under minimum supervision
Demonstrate project management skills through planning and execution of an independent piece of research project

**TEACHING AND LEARNING METHODS**

There will be 4 two-hour lecture-based sessions (8 hours in total) in semesters 1 and 2. These sessions will cover the core content of the unit, including framing the dissertation and ethical considerations. Students will learn critical research methodology skills asynchronously through engaging with E-learning content that will be provided as part of the resources within this unit. About 4 hours of asynchronous learning is expected. Workshops and tutorial sessions (8 hours) will provide students the opportunity to frame their dissertations and develop an outline research proposal with guidance from academic members of staff.  In addition to these students will be allocated supervisors from available pool of academic staff to guide them through the process of completing the dissertation.

**ASSESSMENT METHODS**

Dissertation: 12,000 words 100% weighting

**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe.

## RECOMMENDED READING

Adams, John., Khan, H.T.A. and Raeside, Robert. (2014). Research Methods for Business and Social Science Students. 2nd ed. New Delhi: SAGE Publications.

Berry, R. (2004) The Research Project: how to write it, fifth edition, Routledge, London.

Creswell, J. (2003) Research Design: Quantitative, Qualitative and Mixed Method Approaches, second edition, Sage, London.

Frankfort-Nachmias, C. and Nachmias, D. (2007) Research Methods in the Social Sciences, Arnold, London.

Galvan, Jose L., and Melisa Galvan. Writing Literature Reviews a Guide for Students of the Social and Behavioural Sciences. Seventh edition., Routledge, 2017.

Hart, Chris. Doing a Literature Review : Releasing the Social Science Research Imagination . London: Sage, 1998.

Heley, M. and Heley, R., "How to conduct a literature search" in Clifford, N. J. et al. (eds) Key Methods in Geography . Third edition. London: SAGE, 2016

Kitchin, R. and Tate, N. (2013). Conducting research in human geography theory, methodology and practice. Abingdon, Oxford, England: Taylor and Francis.

Parsons, T. and Knight, P.G. (2015). How to Do Your Dissertation in Geography and Related Disciplines. Third edition. London: Taylor & Francis Group.

Robson, C. (2011) Real World Research, third edition, John Wiley, London.

Silva, E.A., Healey, P., Harris, N. and Van den Broeck, P. (2015). The Routledge handbook of planning research methods. New York ; Routledge.

Yin, R. (2013) Case Study Research: Design and Methods, fifth edition, Sage, London.

**STUDY HOURS**

| Scheduled activity hours | |
|---|---|
| Lectures | 12 |
| Workshops | 2 |
| Tutorials | 6 |

**TEACHING STAFF**

| Staff Member | Role |
|---|---|
| Dr Ransford A. Acheampong | Unit coordinator |
| Dr Helen Zheng | Unit coordinator |

| Title | Sustainable Urban Mobilities |
|---|---|
| Unit code | GEOG70971 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 1 |

**OVERVIEW**

The course is delivered through a combination of key expert led lectures and interactive student-led discussion seminars. Each session will cover a different core component of the SUM paradigm and students will be encourage to explore their own positionality in relation to these topics and they issues they raise in terms of transport and urban planning and operations.

The module is designed to encourage students to engage with the principles and core concepts of sustainable urban develop within the transport domain.  Students will attend a one-hour lecture by the course leader or an invited guest followed by a one-hour an interactive student-led discussion session to more deeply engage and interact with the topics presented in the lecture.  Students will be expected to read around core sustainable urban mobilities concepts and their governance challenges, as well as the related expertise of the presenting scholars each week.

**AIMS**

- Introduce students to the principles and practices of sustainable urban mobilities (SUM) and its interdisciplinary and intersectional challenges in the context of environmental governance.
- Reflect upon key issues associated with SUM for the economy, environment and society.
- Explore different case studies to exemplify the challenges of SUM in the context of global north and global south cities and for different urban geographies and demographics.

**LEARNING OUTCOMES**

- Identify the core components of the sustainable urban mobilities debate and its core governance challenges
- Articulate the ways in which sustainable urban mobilities interact with the economic, environmental and social functioning of contemporary cities and their citizens
- Understand the key challenges in the delivery of sustainable urban mobilities
- Critically assess the theories, methods, outcomes and wider significance of sustainable urban mobilities 'research into practice'
- Evaluate different approaches to framing and presenting key SUM challenges in different global north and south urban contexts
- Communicate ideas through open discussion and structured debates
- Develop and articulate clear, structured and reasoned arguments in both written and oral contexts
- Disseminate academic ideas to non-academic audiences through the reflective blog and report writing assignments
- Inter-personal communication
- Self-motivation and direction
- Group working

**TEACHING AND LEARNING METHODS**

Lectures = 11 hours,

Group discussions = 8 hours,

Class debates = 2 hours

Group presentation = 3.5 hour (including preparation)

Readings = 24 hours self-learning

Blog exercise = 6 hours self-learning assignment

Course essay = 10 hours self- learning

**ASSESSMENT METHODS**

Assignment 1: Blog exercise (600 words) 30% weighting

Assignment 2: Critical essay (2400 words) 70% weighting

**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe.


**RECOMMENDED READING**

Banister, D. (2005) Unsustainable Transport: City Transport in the New Century, Routledge, Abingdon, UK Chapter 1

Cairns, S., Sloman, L., Newson, C., Anable, J., Kirkbridge, A. and Goodwin, P. 2004. Smarter Choices: Changing the Way We Travel. Department for Transport, London.

Lucas, K., Mattioli, G., Verlinghieri, E., and Guzman, A. (2016) 'Transport poverty and its adverse social consequences' Proceedings of the Institution of Civil Engineers. Transport 169:6: 353-365

Porter, G., Hampshire, K., Abane, A., Munthali, A., Robson, E., Tanle, A., Owusu, S., de Lannoy,A., and Bango, A. (2018) Connecting with home, keeping in touch: physical and virtual mobility across stretched families in sub-Saharan Africa Africa 88:2; 404-424

Adey, P. 'Mobilites: politics, practices, places' Chapter 52 in Goodwin, M., Crang, P., Cloke, P. J. (2014) Introducing Human Geographies Abingdon

Crompton, T. 2016. Chapter Eleven: Values and public expressions of concern, in Beyond Behaviour Change, ed by F. Spotswood. Policy Press, Bristol.

Schwanen, T. and Lucas, K. (2011) 'Understanding Auto Motives' Chapter 1 in Lucas, K., Blumenberg, E. and Weinberger, R. Auto Motives: Understanding Car Use Behaviours

Sheller M., and Urry, J. (2006) 'The New Mobilities Paradigm' Environment and Planning A 38:2 207-226

Shove, E. 2010. 'Beyond the ABC: Climate change policy and theories of social change', Environmental Planning A, 42, pp. 1273-1285.

Uteng, T. P. and Lucas, K., (2017) Urban Mobilities in the Global South Routledge.

**STUDY HOURS**

| Scheduled activity hours | |
|---|---|
| Contact Hours | 22 |

**TEACHING STAFF**

| Staff Member | Role |
|---|---|
| Karen Lucas | Unit coordinator |

| Title | Design for Healthy Places |
|---|---|
| Unit code | PLAN 60111 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 1 |

**OVERVIEW**

This course unit focuses on the health implication of the urban environment. It aims to make students aware of health challenges in cities and to show them a pathway to tackle these challenges. It outlines concepts of health and its complex relations with urban environment. It covers a range of natural environment attributes (such as green infrastructure and air quality), built environment attributes (such as road traffic, land use, and safe spaces for physical activity), socio-demographic and socio-economic issues (such as inequality and inclusive design), and provides international examples related to health and city in global North and global South. It also makes students familiar with policies related to creating healthy places and introduces collaboration between different sectors. The course unit provides a platform for students to think critically about the influence of urban developments on people's health. For this purpose, it provides students with relevant techniques (e.g., social research methods, such as observation, participatory methods, etc.) and enables them to evaluate the impacts of urban design/planning projects or proposals on people's health.

**AIMS**

Develop critical awareness of health–related challenges in cities and their complex relations with urban environment;
Build understanding of a range of social, economic, and environmental issues, as well as relevant policies, that need to be considered in designing places for improving people's health;
Develop students' abilities to assess the impacts of urban design/planning projects on people's health.

**LEARNING OUTCOMES**

- explain health problems in cities and the necessity of solving these problems
- argue the links between natural, built, and socio-economic environments and people's health;
- explicate key concepts and approaches, and policies underpinning design for improving people's physical and mental health;
- evaluate impacts of urban design/planning projects on people's health.
- appreciate cross-sectors (e.g., planning, environmental sectors, and public health) joint working and to draw relevant information from other disciplines (e.g., public health) and to apply this in process of designing places, in order to improve people's quality of life;
- Demonstrate process of assessing impacts of urban design / planning projects on human health.
- apply knowledge on key concepts and approaches related to design for heathy places and to use relevant techniques (e.g., observation, participatory methods, etc.) for assessing impacts of urban design / planning projects on people's health.
- professionally present information, extracted from a range of sources, in different ways (e.g., oral, written, and graphical presentation);
- professionally assess impacts of urban design / planning projects and to presents and argue projects' impacts on people's health.
- manage own work load in a multidisciplinary context
- effectively working a group and communicate with team members

**TEACHING AND LEARNING METHODS**

Lectures, workshop/seminar, surgery/tutorials

**ASSESSMENT METHODS**

Assignment I: Verbal presentation (Group work) max. 25 minutes presentation 25% weighting

Assignment II: Report (Individual work) Max. 2500 words 75% weighting

**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe

**RECOMMENDED READING**

Barton, H. (2017) City of Well-being: A Radical Guide to Planning, Routledge: Oxon and New York

Barton, H. (2000) Healthy Urban Planning - A WHO guide to planning for people, Spon Press: London

Dannenberg, A.L., Frumkin, H., Jackson, R.J., (2011) Making Healthy Places: Designing and Building for Health,    Wellbeing and Sustainability, Island Press: NW, Washington, D.C.

Moughtin, C., Kate McMahon, M., Signoretta, P., (2009) Urban Design: Health and the Therapeutic Environment, Architectural Press: Oxford.

The Royal Town Planning Institute, Delivering Healthy Communities: RTPI Good Practice Note 5 (2009), available at https://www.rtpi.org.uk/media/6325/GPN5_final.pdf

**STUDY HOURS**

| Scheduled activity hours | |
|---|---|
| Activity Hours | 43 |

**TEACHING STAFF**

| Staff Member | Role |
|---|---|
| Razieh Zandieh | Unit coordinator |

| Title | International Fieldtrip |
|---|---|
| Unit code | PLAN60832 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 2 |

**OVERVIEW**

This module gives you the opportunity to study planning, development and regeneration in an international City. You first learn about the broader institutional setting within a specific country (government structures and funding, policy context and regional development funding etc.) and the country specific context of your fieldtrip location.
The main purpose of the module is a fieldtrip to a specific city - region, including:
• introduction to the local context of planning and development in the chosen country
• academic lectures
• practitioner led talks and presentations
• site visits and study tours

**AIMS**

- To explore the nature and purpose of planning, development and regeneration via cross-national comparative perspectives to draw out transferable lessons on planning and development policy and practice.
- To develop the critical skills and logical reasoning to appraise different types of planning and property development procedures.
- To foster creative and credible thinking over responses to meet the challenges to planning and development under different international contexts.
- To review the operation of planning and development processes in another country outside the UK.

**LEARNING OUTCOMES**

- Have an understanding of how different planning and development systems are shaped by unique spatial contexts, judicial-legal frameworks and socio-cultural traditions
- Be familiar with the principles, design and practice of planning and development 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 and development.
- Have critical thinking and evaluation skills based on visiting a different city.
- Have developed the skills of comparative analysis, logical reasoning, and applied evaluation through the fieldtrip and the assignments
- Working with professionals in practice.
- Collaborate with others to develop a coherent group presentation


**TEACHING AND LEARNING METHODS**

Lectures, Group Presentation and Residential Fieldtrip


**ASSESSMENT METHODS**

Assignment 1:  Group oral presentation (10 minutes 300 words) 15% weighting

Assignment 2: Individual Essay (2000 words) 85% weighting


**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe.

**RECOMMENDED READING**

Dühr, S., Colomb, C. & Nadin, V. (2010) European Spatial Planning and Territorial Cooperation. London: Routledge.

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.

**STUDY HOURS**

| Scheduled activity hours | |
|---|---|
| Lectures | 12 |
| Fieldwork | 40 |

**TEACHING STAFF**

| Staff Member | Role |
|---|---|
| Andreas Schulze Baing | Unit coordinator |

| Title | Infrastructure Planning |
|---|---|
| Unit code | PLAN60872 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 1 |

**OVERVIEW**

This module enables students to appreciate the interactive nature of infrastructure provision and spatial planning in the complex policy-making environment of England, with a specific focus on national significant infrastructure projects (NSIPs). The delivery of the course unit includes a combination of lectures, practice-based consultancy project work, discussion sessions and special guest lectures from policymakers and practitioners on the development of different infrastructure sectors.

**AIMS**

- To conceptualise the relationship between spatial planning, spatial forms and infrastructure provision and how it is shaped by the changing socio-economic and political contexts.
- To learn the process, actors, resources and governance of planning for major infrastructure, and to highlight the tension between achieving economic competitiveness, sustainable development and spatial equity.
- To develop a critical understanding of the approaches, drivers, delivery and outcomes of planning for infrastructure projects via examples from Asia, America and Europe.
- To develop the critical understanding of the current policy frameworks and financing mechanisms for major infrastructure and local infrastructure in England.

## LEARNING OUTCOMES

- To understand the relationship between spatial form and the provision of infrastructure in spatial planning.
- To have an international and critical perspective to understand the tensions and dilemmas faced by planners with infrastructure planning.
- To analyse the relationship between the actors, drivers, process, resources, delivery, governance and outcomes of major infrastructure planning and mega projects.
- To assess the strengths and weaknesses of the current policy framework for major and local infrastructure planning in England.
- To communicate arguments in oral, visual and written form that is accessible to the policy community
- To collect, assess and synthesise data and information from different sources.
- To work effectively in team setting by understanding group dynamics, working constructively with others.
- To schedule and accomplish tasks to meet deadlines and produce minutes at professional standard.

## TEACHING AND LEARNING METHODS

Lectures from academics and practitioners (10 x 3 hour session)

Group project presentation 3 hours: interactive workshop with ppt presentation and life Q&A session (not everyone needs to do the presentation, the group needs to play each other's strengths and learn how to do division of labour to deliver the best output and outcome)

Interim feedback sessions to group presentation (2x 0.5 hour session)

Essay surgeries (4 x 1 hour session)

The activity is synchronous:

First 6 weeks lecture to provide all key academic theories, approaches and policy knowledge of the infrastructure planning system in the UK, which provides the groundings for students doing their group consultancy project (with 2 interim formative feedback sessions on their group work to check progress and t iron out any problems they encounter) and the submission of the ppt and the life presentation.

This is then followed by practitioner lecture sessions to show how the knowledge learnt in the earlier weeks is translated into action in different infrastructure sectors by practitioners. Support to essay writing also kicks in during this half of the lecture sessions to help students.

**ASSESSMENT METHODS**

Assignment 1: Group Presentation (12 slides) 25% weighting

Assignment 2: Individual Essay (2000 words) 75% weighting


**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe.


**RECOMMENDED READING**

National Infrastructure Planning website:
http://infrastructure.planninginspectorate.gov.uk/

National Infrastructure Commission website: https://nic.org.uk/

National Policy Statements: https://infrastructure.planninginspectorate.gov.uk/legislation-and-advice/national-policy-statements/

National Planning Policy Framework (the latest version is 2023):
https://assets.publishing.service.gov.uk/media/65829e99fc07f3000d8d4529/NPPF_December_2023.pdf

Town Planning Review 2014 Special Issue on 'Planning for Infrastructure: transitional pathways for lagging regions', edited by M Baker, B Webb and C Wong. (7 papers in this issue)

Flyvbjerg, B (2005) Policy and Planning for Large Infrastructure Projects: Problems, Causes, Cures, World Bank Policy Research Working Paper 3781.

Hall, P. (1980) Great Planning Disasters, Penguin Books, Harmonsworth.

Marshall, T. (2013) Planning Major Infrastructure: A Critical Analysis, Routledge, London.

**STUDY HOURS**

| Scheduled activity hours | |
|---|---|
| Lectures | 30 |
| Group Presentation | 3 |
| Feedback Group Presentation | 1 |
| Essay Surgeries | 4 |

**TEACHING STAFF**

| Staff Member | Role |
|---|---|
| Cecilia Wong | Unit coordinator |

| Title | Best Practice Case Studies in Urban Development Planning in Cities in the South |
|---|---|
| Unit code | PLAN72072 |
| Credit rating | 15 |
| Unit Level | FHEQ Level 7 |
| Teaching Period | Semester 2 |

**OVERVIEW**

- Introduction to the course:
- Workshops 1, 2 &3: Planning with communities for the introduction and improvement of basic services and infrastructure
- Workshop 4: Planning with households for housing improvements in informal settlements
- Workshop 5: Asset Planning for climate change adaptation and disaster risk management
- Presentation sessions

**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.

**LEARNING OUTCOMES**

- Be able to apply key concepts and skills learned from best practice case studies
- Engage in teamwork, negotiate and make decisions drawing on the experience of the workshops
- Have learned to engage in project work both independently and in collaboration with peers

**TEACHING AND LEARNING METHODS**

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.


**ASSESSMENT  METHODS**

Assignment 1: Group presentation  (15 minutes) 30% weighting

Assignment 2:  Individual final essay  (2500 words) 70% weighting


**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe.


**RECOMMENDED READING**

Blair, H. (2000) 'Participation and accountability at the periphery: democratic local governance in six countries', World Development, 28(1), 21-39.

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., Moser, C and Vance, I. (2018) Planning for Climate Change Adaptation in Urban Poor Neighbourhoods of Tegucigalpa, Honduras. IDB, NDF, University of Manchester. Manchester.DOI: http://dx.doi.org/10.18235/0001074

**STUDY HOURS**

| Scheduled activity hours | |
|---|---|
| Practical Classes & Workshops | 20 |

**TEACHING STAFF**

| Staff Member | Role |
|---|---|
| To be confirmed | Unit coordinator |

| Title | Future Cities |
|---|---|
| Unit code | PLAN62011 |
| Credit rating | 15 Credits |
| Unit Level | FHEQ Level 7 |

**OVERVIEW**

The course unit will examine how cities are developing around the world in what we call the 'urban age'. Each day there are an estimated 193,107 new urban dwellers (UN-Habitat 2009). This is equivalent to a city larger than the size of Dallas every week, the population of Rio de Janeiro just over every month or a new Russia every two years. Across the globe, the city has been overwhelmingly selected as the habitat of choice for humanity and has consequently become the nexus for an array of physical, economic, social, political and cultural capital. So, by the middle of the twenty first century three in four of us will live in cities.

We are living in the urban age, which is more than just about cities, but is about how a mode of organizing space and society is shaping the world in which almost all of us live. Those great cities of the twentieth century – Paris, London and others – continue to grow in size, slowly but surely. However, some of the most important changes are happening elsewhere in the world-Delhi, Karachi, Mumbai, Shanghai, São Paulo; these cities are where the action is, where population growth rates are the highest, and where the issues of producing and managing ecological, economically, and socially sustainable cities are at the most pressing.

In this light, the course will introduce students to the challenges currently facing cities and to some of the ways academics have sought to make sense of them and policy-makers have sort to overcome them. Using case studies and discussions, the students will be equipped with knowledge to understand how cities of the future might develop, with a particular focus on the notion of the 'smart' city.

**AIMS**

- Explore the principles, nature and practice of planning systems and processes around the world
- Develop knowledge on different approaches to planning and development
- Stimulate critical thinking on different approaches to planning and development
- Reflect on future trends in urban development in global cities
- Introduce the notion of the future 'smart' city in a global context

**LEARNING OUTCOMES**

- Explain different types of planning system across the globe.
- Outline the current issues facing cities in relation to their future development.
- Outline the challenges of what is commonly referred to as the 'urban age'.
- Summarise the notion of the 'smart' city.
- Evaluate how cities are coping with competing social, economic and environmental demands.
- Compare the global spatial disparities between cities.
- Illustrate arguments with examples and case studies drawn from cities around the world.
- Recognise the various methods that have been used to study the current and future challenges facing cities around the world
- Develop critical writing and analysis skills.
- Effectively communicate ideas and concepts orally and in writing


**TEACHING AND LEARNING METHODS**

Each element of the course unit will be covered through interactive lectures with opportunities for discussion and supported by asynchronous multimedia materials provided on Blackboard. Core themes are discussed in Q and A sessions to allow discussion and application of knowledge and skills individually or in small groups followed by more plenary discussion.


**ASSESSMENT**

Assignment 1 :  Individual poster (1000 words) 40% weighting

Assignment 2 : Essay and critical reflection (2000 words) 60% weighting


**FEEDBACK METHODS**

Feedback given as per Faculty's timeframe.

**RECOMMENDED READING**

Batty, M. (2018) Inventing Future Cities. Cambridge, MA: MIT Press.

Burdett R (2010) Endless City. Phaidon Press, London.

Gleeson B (2013) The Urban Condition. Routledge: London.

Hall, P. and Tewdwr-Jones, M. (2019) Urban and Regional Planning, London: Routledge, 6th edition.

LeGates, R. T. and Stout, F. (2011) The City Reader. Taylor and Francis, Hoboken. 5th edition.

Lorinc, J. (2022) Dream States: Smart Cities, Technology, and the Pursuit of Urban Utopias. Coach House Books, Toronto.

Monk, S., Whitehead, C., Burgess, G. and Tang, C. (2013) International review of land supply and planning systems, JRF, York.

Soja, E. (2010) Seeking spatial justice. University of Minnesota Press, Bristol.

Townsend, A. (2013). Smart cities: big data, civic hackers, and the quest for a new utopia. New York, NY: W.W. Norton & Company, Inc.

**STUDY HOURS**

| Scheduled activity hours | |
| --- | --- |
| Lectures | 22 |
| Workshops | 9 |

| | |
| --- | --- |
| Independent Study Hours | 119 |

**TEACHING STAFF**

| Staff Member | Role |
| --- | --- |
| Dave Carter | Unit coordinator |