



**SCHOOL OF ARCHITECTURE, PLANNING &  
LANDSCAPE**

# **MODULE GUIDE 2011-12**

**UNDERGRADUATE PLANNING  
(TCP) MODULES**

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Please note that the assessment dates in the Module Guides are provisional and subject to change by module leaders. A full description of each module can be found in the module catalogues online: [www.ncl.ac.uk/module-catalogue](http://www.ncl.ac.uk/module-catalogue).

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1003	Planning Skills

<b>Credit Value</b>	10
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"><li>• To improve study skills appropriate to a university level of learning.</li><li>• To introduce students to planning research.</li></ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Build understanding of how planning research is undertaken and the relationship of good scholarship to planning research and practice.</li><li>• Build study skills specifically in note taking, essay writing, using library and internet sources of information, understanding and seeking feedback and making an effective argument.</li><li>• Boost personal confidence in tackling work at degree level.</li></ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Andrew Donaldson	0191 222 5806	Andrew.Donaldson@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Friday	2:00pm – 4:00pm	12-15, 17-22	BEDTC.B.32

<b>Reading List</b>
<ul style="list-style-type: none"><li>• The Good Study Guide. Northledge, A. Milton Keynes: Open University</li></ul>

<b>Assessment Information</b>
This module is assessed entirely by coursework. Formative assessments build and enhance skills in finding information, critical reading, essay planning and self-reflection, through peer and tutor feedback. Failure to submit a piece of formative assessment reduces overall module mark by 5% for each piece missed (maximum of 20% reduction).

<b>Assessment Method (100%)</b>	<b>HAND IN DATES</b>
Individual (2,000 word) written report based on individual and group study. In addition there are 4 points of formative assessment.	17 January 2012

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1014	Planning Processes

<b>Credit Value</b>	10
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<b>Semester</b>	2
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### Module Aims

- To introduce students to the basic planning system and administration involved in the plan-making and development control functions of planning agencies.
- To develop an awareness of the political and institutional context of the British statutory planning system.
- To give students an appreciation of the development management function.

### Module Learning Outcomes

- A basic understanding of the planning system.
- Introducing them to development plan documents.
- Knowledge about the politico-institutional context of planning practice.
- Understanding of the different interests of the various participants in the processes and those affected by them.
- To be able to identify, differentiate and attach values to the various interests involved in the planning system.

<b>Module Leader</b>	<b>Email</b>
Dave Webb	david.webb@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Thursday	2:00pm – 4:00pm	29-35, 40-44	BEDTC.B.32

### Attendance Expectation

Students should attend all lectures; particularly lectures where guest practitioner speakers are invited.

### Reading List

- **Town and Country Planning in Britain, 14th Edition.** (Essential reading) Author: Cullingworth, JB and Nadin V. Notes: Routledge, London 2006. (This version is after the planning reforms, the 13th Edition predates these reforms).
- **Introduction Planning** (Essential reading). Author: Greed C. Notes: Athlone Press 2000.
- **Chiltern District Council (2004) A Simple Guide to the New Planning System** (Essential reading). Notes: [http://www.chiltern.gov.uk/downloads/Simple\\_Guide\\_to\\_The\\_New\\_Planning\\_System\\_041104.pdf](http://www.chiltern.gov.uk/downloads/Simple_Guide_to_The_New_Planning_System_041104.pdf)
- **Planning and Compulsary Purchase Act.** (Essential reading). Notes: ODPM (2004), [www.odpm.gov.uk](http://www.odpm.gov.uk)
- **PPS 1** (Essential reading). Notes: ODPM (2004), [www.dclg.gov.uk](http://www.dclg.gov.uk)

- **PPS 11 & PPS 12** (Essential reading). Notes: ODPM (2008), [www.dclg.gov.uk](http://www.dclg.gov.uk)
- **Introduction to Planning Practice.** (Essential reading). Author: Allmendinger P, Prior A & Raemaekers J. Notes: Wiley Academy, (2000).
- **The Planning Policy: Planning Government & the Policy Process** (Essential reading). Author: Tewdyr Jones M. Notes: Routledge, London, (2002).

Examples of new documents - RSSs, LDDs - which can be found on the internet

### Assessment Information

Essay assesses depth and breadth of understanding and assists student's ability to reflect on material.

Assessment (100%)	Word Length	Hand In Date
Essay	1,500 words	29 May 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1017	Shaping Towns and Cities

<b>Credit Value</b>	10
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To understand the context for and development of ideas about cities and urban space, particularly the historical emergence and development of planning ideas.</li> <li>• To provide an overview of urban growth and development in Britain over the 19<sup>th</sup> and 20<sup>th</sup> centuries and relate that history to the British planning system.</li> <li>• To provide an understanding of principle planning ideas, their advocates and their outcomes.</li> <li>• To appreciate the importance of social, economic, political and technological factors in shaping urban spaces.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• An historical foundation for understanding planning theory and practice.</li> <li>• An appreciation of urban space as an expression of social, economic and technological conditions.</li> <li>• An appreciation of planning as subject to political judgement and therefore the product of reform and political action.</li> <li>• An engagement with key urban concepts and theory.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Lucy Hewitt	0191 222 8891	Lucy.hewitt@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Thursday	1:00pm – 3:00pm	12-15, 17-22, 26	BEDTC.1.46

<b>Seminar Groups</b> (Weeks 14, 18 and 21)
Group 1 – Monday, 3-4pm, Claremont Tower, 4 <sup>th</sup> floor Exhibition Area
Group 2 – Monday, 4-5pm, Claremont Tower, 4 <sup>th</sup> floor Exhibition Area
Group 3 – Friday, 9-10am, ARMB.3.38
Group 4 – Friday 1-2pm, Claremont Tower, 4 <sup>th</sup> floor Exhibition Area

<b>Practicals</b>
Self-directed walk around Newcastle

<b>Field Trips</b>	<b>Location</b>
Coach Trip	Newcastle and Gateshead

<b>Attendance Expectation</b>
Students should attend all lectures, seminars and the coach trip.

### Reading List

- Briggs, A. (1963, and later editions) *Victorian Cities*, London: Penguin.
- Buder, S. (1990) *Visionaries and Planners. The Garden City Movement and the Modern Community*, Oxford: Oxford University Press.
- Cherry, G. ed. (1981) *Pioneers in British Planning*, London: The Architectural Press.
- Cherry, G. (1996) *Town Planning in Britain since 1900: the Rise and Fall of the Planning Ideal*, Oxford: Blackwell.
- Fishman, R. (1977) *Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright and Le Corbusier*, New York: Basic Books.
- Gold, J. (1997) *The Experience of Modernism: Modern Architects and the Future City, 1928-1953*, London: E & FN Spon.
- Gold, J. (2007) *The Practice of Modernism. Modern Architects and Urban Transformation, 1954-1972*, Abingdon: Routledge.
- Hall, P. (2000) *Urban and Regional Planning*, London: Routledge.
- Hall, P. (2002) *Cities of Tomorrow: an Intellectual History of Urban Planning and Design in the Twentieth Century*, Oxford: Blackwell.
- Jokilehto, J. (1999) *A History of Architectural Conservation*, Oxford: Butterworth-Heineman.
- Larkham, P. (1996) *Conservation and the City*, London and New York: Routledge.
- Pendlebury, J. (2008) *Conservation in the Age of Consensus*, Abingdon: Routledge.
- Sutcliffe, A. (1981) *Towards the Planned City: Germany Britain, the United States and France, 1780-1914*, Oxford: Blackwell.
- Ward, S. V. ed. (1992) *The Garden City. Past, Present and Future*, London: E & F. N. Spon.
- Ward, S. V. (2004) *Planning and Urban Change*, London: Sage.

### Assessment Information

Essay develops key learning skills. Field report element provides an action-oriented exercise that explores the connections between theory and the built environment.

Assessment (10%)	Hand In Date
Self-directed Walking Tour	16 December 2011

Assessment (90%)	Word Length	Hand In Date
Essay	1,500-1,800 words	16 December 2011

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1018	Design Awareness and Communication

<b>Credit Value</b>	10
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To give students an overview of architectural visualisation.</li> <li>• To equip students with an understanding of how 3D buildings are represented in 2D.</li> <li>• To enable students to produce basic scale drawings of buildings.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• By the end of the module students will be able to demonstrate an understanding of how 3 dimensional building are represented through 2 dimensional plans.</li> <li>• Basic drawing skills.</li> <li>• Understanding of Scale.</li> <li>• Understanding and Interpretation of scale drawings.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Tim Townshend	0191 222 7814	t.g.townshend@ncl.ac.uk

<b>Other Contributors</b>
Martin Bonner

Lectures	Times	Weeks	Venues
Monday	10:00am – 12:00pm	12-15, 17	Claremont Tower Planning Studio

PC Clusters	Times	Weeks	Venues
Monday	9:00am – 11:00am	18-22, 26	DAYSH.BRAE.PC (1.31)

<b>Reading List</b>
(1998) <b>Design Drawing</b> . Author: Ching, F.D.K. Notes: Wiley, New York

<b>Assessment Information</b>
<p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Create an A1 board including drawings and Sketchup model for alteration of the exterior to a dwelling.</li> <li>• Draw front and rear elevation and plan view.</li> <li>• Add details as specified.</li> <li>• Add enlarged detail of proposed changes.</li> </ul>

- Add location map and necessary annotation.

**Assignment criteria**

- Content of drawing.
- Clarity of the content.

<b>Assessment (100%)</b>	<b>Hand In Date</b>
Coursework - Scale plan, elevation drawing and Sketchup model of a building as specified.	13 January 2012

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1019	Economics of Development

<b>Credit Value</b>	10
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<b>Semester</b>	2
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<b>Module Aims</b>
<ul style="list-style-type: none"><li>• To introduce students to the principles of economics and their application to planning and property development.</li><li>• To introduce students to development financing and valuation, including public and private financial systems.</li></ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"><li>• General introduction to basic economic principles, models and techniques.</li><li>• Knowledge of functioning of competitive markets with specific reference to the land and property markets.</li><li>• Knowledge of property development process and finance.</li><li>• Awareness of methods of project evaluation and economic analysis and ability to apply them.</li><li>• Have developed investment appraisal skills, including property development appraisal.</li><li>• Have undertaken basic economic analysis and analysed results.</li><li>• Have evaluated market and non-market solutions to economic problems.</li></ul>

<b>Module Leader</b>	<b>Email</b>
Aidan Oswell	aidanoswell@hotmail.co.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Thursday	12:00pm – 2:00pm	29-35, 40-42	KGVI.LT4

<b>Reading List</b>
<ul style="list-style-type: none"><li>• Urban Land Economics. Harvey J.</li><li>• Economics. Begg D.</li><li>• Urban Economics. Evans A.</li><li>• Values for Money. Frost M.</li></ul>

<b>Assessment Information</b>
Exam tests breadth and understanding of principles and frameworks, plus a more detailed knowledge of project appraisal.

<b>Exam (100%)</b>	<b>Semester</b>	<b>Length</b>
Written Examination	2	1 hour

Past exam papers can be obtained from <http://www.ncl.ac.uk/examinations/>

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1020	Environment and Sustainability

<b>Credit Value</b>	10
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<b>Semester</b>	2
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#### **Module Aims**

- Develop an understanding of the “environment”, looking in particular at the physical, biological and social environments.
- Understand and synthesise competing views and underlying assumptions in environmental policy planning debates within the wider context of sustainability.
- Understand and become conversant with a wide array of tools and techniques in use and developed in the field of environmental planning and management.
- Develop an awareness of today’s environmental challenges and threats, and an understanding of the current global debates.
- Develop creative thinking and visioning, i.e. thinking outside the box, problem formulation and research and communication skills.

#### **Module Learning Outcomes**

- Become familiar with key environmental and ecological concepts and terms
- Learn about the changing relationship between humans and their environments and become familiar with environmental movements, treaties and protocols
- Learn about sustainability planning and environmental assessment techniques.
- Critical reflective and applied knowledge and skills to make an effective thoughtful and creative input into (environmental) policy planning processes
- An ability to communicate in diverse ways to different audiences and to understand how to manage, analyse and disseminate information. This includes the ability to write concisely with accuracy and clarity, the ability to give oral presentations and to engage in class debates and discussions.

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Paola Gazzola Vincent Onyango	0191 222 7810	paola.gazzola@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Thursday	12:00pm – 2:00pm	29-35, 40-42	KGVI.LT4

#### **Attendance Expectation**

Students are expected to attend class and to participate in class discussions. Furthermore, students are expected to reference source material correctly. Please refer to the Handbook for full details of how to reference properly. Marks will be deducted for missing or incorrect referencing.

#### **Reading List**

- The Politics of the Earth – Environmental Discourses. Dryzek, J. 2005.
- Environmental Management: Principles and Practice. Barrow, C. 1999.

- Exploring Environmental Issues - An Integrated Approach. Kemp, DD. 2004.
- Understanding Environmental Issues. Buckingham, SS and Turner, M. 2008.
- Environmental Planning: The Conservation and Development of Biophysical Resources. Selman, PH. 2000.
- Handbook on Environmental Impact Assessment, vol. 1 and 2. Petts, J. 1999.

### **Assessment Information**

Designed to test the student's ability to assemble and synthesise appropriate information to demonstrate their knowledge and understanding of environmental systems and sustainable development and their relationship to planning practice. The assignment consists of a reflexive research essay on a non-fiction book and aims to encourage students to explore key environmental issues and processes within the overall context of sustainability, as frame by the class-based lectures.

<b>Assessment (100%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Essay	2,000 words	14 May 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1023	Geographical Information Systems

<b>Credit Value</b>	10
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<b>Semester/s</b>	2
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<b>Module Aims</b>
Provide an introduction to GIS, provide the necessary skills in order to undertake basic analysis, enable students to choose the appropriate GIS techniques and critically evaluate GIS techniques applied by others.

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Awareness of data sources and data quality.</li> <li>• Gain a basic understanding of Geographical Information Systems (GIS).</li> <li>• An ability to generate professional maps.</li> <li>• An ability to work with Population Census data.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Neil Powe	0191 222 7570	n.a.powe@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Tuesday	12:00pm – 1:00pm	29, 30, 32, 34, 43	DAYSH.G.07

<b>Cluster Sessions</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Group 1: Tuesday	11:00am – 12:00pm	29-35, 40-44	DAYSH.BRAE.PC.1.31
Group 2: Tuesday	2:00pm – 3:00pm	29-35, 40-44	DAYSH.BRAE.PC.1.31

<b>Seminars</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Group 1 – Tuesday	10:00am – 11:00am	41	CLT.1.01
Group 2 – Wednesday	10:00am – 11:00am	41	CLT.Exhibition Area
Group 3 – Wednesday	11:00am – 12:00pm	41	CLT.Exhibition Area
Group 4 – Wednesday	12:00pm – 1:00pm	41	CLT.Exhibition Area

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• Geographic Information Systems: Socioeconomic Applications. Martin, David.</li> <li>• An Introduction to Geographical Information Systems. Heywood, L, Cornelius, S and Carver, S.</li> </ul>

<b>Assessment Information</b>
The GIS report requires students to use and apply GIS to a planning related application. This tests the students' understanding of the principles underpinning the techniques used.

<b>Assessment (100%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Report	1,500 words	17 May 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1024	Reading the City

<b>Credit Value</b>	10
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<b>Semesters</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>To raise student awareness of the different ways of literally reading the built environment through a range of social, cultural, economic, historical, design-led and methodological/empirical perspectives.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Awareness of the range of ways of interpreting and accumulating information about the built environment.</li> <li>Awareness of the impact of planning and development processes on an urban locality.</li> <li>Development of skills in observation and other sensory areas, primary and secondary data collection and basic analysis of statistics, synthesis of material, visual and written presentation, face-to-face and online group working, word-processing.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Andrew Law	0191 222 5408	a.m.law@ncl.ac.uk

<b>Other Contributors</b>	<b>Telephone</b>	<b>Email</b>
Paola Michialino	0191 222 6027	paola.michialino@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Wednesday	10:00am – 12:00pm	12-22, 26	CLT.1.02

<b>Seminars</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Tuesday	9:00am – 10:00am	19	DAYSH.PG Training Suite
Wednesday	12:00pm – 1:00pm	12-22, 26	Drop-In Sessions in Architecture

<b>Attendance Expectation</b>
Attendance is expected at all lectures and presentations.

<b>Assessment Information</b>
Submission is summary of development tasks undertaken throughout module.

<b>Assessment (100%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Individual written / multimedia submission.	2,000 words	13 January 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1025	Social Worlds

<b>Credit Value</b>	20
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To introduce students to the key concepts and issues affecting social, economic and political change in society as a foundation for future study.</li> <li>• To challenge and encourage students to recognise the various perspectives found in society.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Demonstrate competence in literature and information searches and the analysis of existing knowledge.</li> <li>• Show an awareness of different key social, economic and political concepts and issues from the global north and south.</li> <li>• Summarise and analyse material from a range of sources and perspectives affecting contemporary society.</li> <li>• Demonstrate literature and information search skills and critically analyse these in relation to a given topic.</li> <li>• Practice and take responsibility for time management and group working and individual learning.</li> <li>• Develop written communication skills.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Jane Midgley	0191 222 6807	j.l.midgley@ncl.ac.uk

Lectures	Times	Weeks	Venues
L1 - Tuesday	10:00am – 12:00pm	12-15, 17-21, 26	BEDB.1.19
L2 - Monday	2:00pm – 4:00pm	12-15, 17-22, 26	DAYSH.G.05

Seminars	Times	Weeks	Venues
S1 – Tuesday	10:00am – 12:00pm	22	ARMB.Teaching Room 1
S2 – Tuesday	10:00am – 12:00pm	22	BEDB.1.19

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• <b>The SAGE Handbook of social geographies, 2010, Sage London</b> (Essential reading). Author: Susan J Smith, Rachel Pain, Sallie A. Marston, John-Paul Jones III.</li> <li>• <b>Ordering lives: family, work and welfare, 2004, Routledge</b> (Recommended reading). Author: Hughes G and Fergusson R ISBN: 0415329728.</li> <li>• <b>Poverty (Key Concepts) , 2004, Bristol: Policy Press</b> (Recommended reading). Author: Lister R.</li> </ul>

<b>Assessment Information</b>
Poster promotes group interaction and discussion of issues. Exam tests individual knowledge of a key issue and its (emerging) impacts and responses by policymakers and society.

<b>Assessment (50%)</b>	<b>Hand In Date</b>
<b>Written Examination</b> - Choice of one essay question from four topics.	Date to be confirmed will take place during assessment period 16-27 January 2012.

<b>Assessment (50%)</b>	<b>Hand In Date</b>
<b>Other</b> - Group poster discussing a key societal challenge.	13 December 2011 in class session

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP1026	Understanding Place: Methods and Perspectives

<b>Credit Value</b>	20
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<b>Semester</b>	2
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#### Module Aims

- To introduce students to the ways in which different places and people are constructed and the impacts this can have (particularly for planning professionals).
- To introduce students to research methods and provide opportunities for practice in a fieldwork setting.
- To provide students with an opportunity to understand past and present issues facing different places within Tyneside.

#### Module Learning Outcomes

- Demonstrate competence in literature and information searches and the analysis of existing knowledge.
- Show an awareness of how different places have developed differently and how this process impacts on the construction of the place.
- Present and interpret data.
- Summarise and discuss findings.
- Reflect on the construction of places and their own experience (personally and/or professionally).
- Demonstrate information search skills and critically analyse these in relation to their given case study.
- Apply and practice an awareness of approaches to understanding about place (data sourcing and sources, collection and analysis).
- Practice and take responsibility for time management and group working.
- Develop oral and written communication skills.

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Jane Midgley	0191 222 6807	j.l.midgley@ncl.ac.uk

Lectures	Times	Weeks	Venues
L1 - Wednesday	11:00am – 1:00pm	29-35, 40-44	CLT.Planning
L2 - Monday	3:00pm – 5:00pm	29-35, 40-44	CLT.Planning

#### Reading List

There are no key texts, but you will get a reading list in the lectures (the library also has a copy of this).

#### Assessment Information

All assessments enable students to consecutively build on prior knowledge of the study area and develop their skills and knowledge in relation to this.

<b>Assessment (20%)</b>	<b>Hand In Date</b>
<b>Presentation:</b> Group oral presentation on case study area	22 February 2012

<b>Assessment (60%)</b>	<b>Hand In Date</b>
<b>Project Work:</b> Group project report (2,000 words)	04 May 2012 – 12 noon

<b>Assessment (20%)</b>	<b>Hand In Date</b>
<b>Essay:</b> Individual reflexive essay (500 words)	21 May 2012 – 12 noon

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP2005	Housing Policy

<b>Credit Value</b>	20
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<b>Semester</b>	1
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<b>Module Aims</b>
To introduce students to key aspects of structure of housing system, historic development of housing policy and current housing issues.

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• A knowledge of working of housing system.</li> <li>• An awareness of current policy issues.</li> <li>• Awareness of social inequality and equal opportunity issues in housing.</li> <li>• Increased aptitude in critical reading and policy analysis.</li> <li>• Enhanced public speaking and presentation skills through PowerPoint presentations.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Rose Gilroy	0191 222 7864	r.c.gilroy@ncl.ac.uk

<b>Other Contributors</b>	<b>Email</b>
Paul Crompton	paul.crompton@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Friday	1:00pm – 3:00pm	12-15, 17-22, 26	PERB.G.05

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Tuesday	4:00pm – 6:00pm	19-22	ARMB.3.38

<b>Field Trips</b>	<b>Date</b>	<b>Location</b>
Day trip looking at Edinburgh's Housing	20 October 2011	Edinburgh

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• Housing Policy: An Introduction. P Balchin &amp; M Rhoden. (2002): (4th edition) London: Routledge.</li> <li>• Housing Policy Analysis: British housing in cultural and comparative context. S Lowe. Basingstoke: Palgrave Macmillan. (2004).</li> <li>• Key Issues in Housing: Policies and markets in 21st Century Britain. G Bramley, M Monroe &amp; H Pawson. Basingstoke: Palgrave Macmillan. (2004).</li> <li>• Social Exclusion and Housing: Context and challenges Coventry: Chartered Institute of Housing. Anderson I &amp; Sim D eds. (2000).</li> <li>• A New Vision for Housing. Holmes, C. London: Routledge. (2006).</li> <li>• Housing Policy in the UK. Mullins, D. &amp; Murie, A. London: Palgrave. (2006).</li> </ul>

<b>Assessment Information</b>
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Essay tests awareness of issues and ability to interpret relevant statistical data. PowerPoint tests group work together with ability to research, synthesise and select material to support arguments.
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<b>Assessment (30%)</b>	<b>Length</b>	<b>Hand In Date</b>
Group PowerPoint Presentation	Max. of 15 slides	TBC November 2011 (done in class)

<b>Assessment (70%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Individual Report Analysing Local Housing	2,500 words	18 January 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP2006	Design & Neighbourhood

<b>Credit Value</b>	20
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To develop a better understanding of urban environment.</li> <li>• To develop some urban design knowledge and skills.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Better understanding and knowledge of urban environment.</li> <li>• Understanding the nature of urban design process and its requirements.</li> <li>• Developed some ability to analyse urban environment.</li> <li>• Developed some urban design skills.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
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<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Monday	2:00pm – 5:00pm	12-15, 17-22, 26	CLT.Planning

<b>Reading List</b>
Handout will provide a list of essential sources of information on urban design.

<b>Assessment Information</b>
Undertaking a major project is essential in developing the necessary knowledge and skills in understanding and design of the urban environment.

<b>Assessment (25%)</b>	<b>Hand In Date</b>
Site Analysis	24 October 2011

<b>Assessment (75%)</b>	<b>Hand In Date</b>
Final Group Project	12 December 2011

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP2018	European Planning Study

<b>Credit Value</b>	20
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<b>Semester</b>	2
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<b>Module Aims</b>
To develop a more detailed understanding of the planning system and planning approaches to planning issues in the EU with a specific focus on one country.

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Greater awareness of different planning systems.</li> <li>• More knowledge and understanding of a specific planning issue.</li> <li>• Insight into complexity of comparison and policy transfer.</li> <li>• Development of written and graphical skills.</li> <li>• Development of team work skills.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
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Jane Midgley	0191 222 6807	j.l.midgley@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Monday	11:00am – 12:00pm	29-35, 40-44	CLT.1.01

<b>Field Trips</b>	<b>Dates</b>
Amsterdam	Week beginning Monday 16 <sup>th</sup> April 2012

<b>Attendance Expectation</b>
Attendance is expected at all lectures (which will provide preparation for the field trip and group work) as well as the field trip itself.

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• Learning from other countries. Masser, I. &amp; Williams, R.H. Norwich, Geobooks. 1986.</li> <li>• Urban Land and Property Markets. Dieterich, H., Williams, R.H. &amp; Wood, B. 6 vols. London: UCL Press. 1993/6.</li> <li>• European Union Spatial Policy and Planning. Williams, R.H. London: Paul Chapman. 1996.</li> <li>• European Cities, Planning Systems and Property Markets. Berry, J. &amp; McGreals. London: Spon. 1995.</li> <li>• Planning in Europe. William, R.H. London: Allen &amp; Unwin. 1984.</li> <li>• Ex-post Evaluation of Thirty Years of Compact Urban Development in the</li> </ul>

Netherlands. Geurs K. & B van Wee. *Urban Studies*, 43 (1) 139–160, (2006).

- Spatial planning in the network society - rethinking the principles of planning in the Netherlands. Hajer, M. & W Zonneveld. *European Planning Studies* 8(3) pp337-355, (2000).
- Learning from Dutch pragmatists. Hall P. *Town and Country Planning* February 36-37. (2002).
- Rule and order: Dutch planning doctrine in the twentieth century. Faludi, A and A Van der Walk. Dordrecht: Kluwer Academic Publishers. (1994).
- The Performance of Spatial Planning. Faludi, A. *Planning Practice and Research*, 15 (4), 299 – 318 (2000).
- The Revival of Strategic Spatial Planning. Salet, W & A Faludi eds. Amsterdam: R.Net.Aca.Art.Sci. (2000).
- Importing and Exporting Spatial Needs: A Dutch Approach. Priemus, H. *European Planning Studies* 13 (3) (2005).
- Planning in Europe. Williams R.H. Allen & Unwin, London (1984).
- Reshaping the Dutch planning system: a learning process. Wolsink, M. *iEnvironment and Planning A*, 35 (4) 705-723 (2003).
- Dutch urbanisation policies: from 'compact city' to 'urban network'. van der Burg A. & F Dieleman. *Tijdschrift voor Economische en Sociale Geografie* 95, (1), 108–116 (2004).
- The Dutch planning experience. van der Valk. A. *Landscape and Urban Planning* 58 201–210 (2002).
- Spatial Memorandum 2004: A turning point in the Netherlands' spatial development policy? Hugo Priemus. *Tijdschrift voor Economische en Sociale Geografie* 95,(5) 578–583(2004).
- In search of conceptual modernization: The new Dutch “national spatial strategy”. Zonneveld, W. *Journal of Housing and the Built Environment* 20 425–443 (2005).

### Assessment Information

The first assignment assesses awareness of how issues may be treated in different planning systems. The second assignment gives a better understanding of a specific planning issue and enables a comparison of approaches with the UK.

Assessment (70%)	Word Length	Hand In Date
Individual Essay	2,500	02 May 2012

Assessment (30%)	Hand In Date
Group Presentation	16 May 2012

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP2022	Regeneration and Place

<b>Credit Value</b>	20
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To develop knowledge about ideas and alternative policy approaches in the field of regeneration, whether regional, urban or rural.</li> <li>• To develop knowledge about both the potential of regeneration strategies and the wider socio-economic, political and cultural context within which these take place.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Knowledge of ideas about approaches to regeneration and their historical evolution and socio-economic, political and cultural context.</li> <li>• Awareness of the potential of regeneration strategies to exert a positive influence on place, environment and society.</li> <li>• Awareness of and respect for the needs of different stakeholders in regeneration and the importance of stakeholder 'voices' in this process.</li> <li>• Evaluation of alternative approaches to regeneration.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
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Maria Anderson		

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Tuesday	11:00am – 12:00pm	12-15, 17-22, 26	CLT.1.01

<b>Seminars</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
S1 – Tuesday	9:00am – 10:00am	12-15, 17-22, 26	BEDTC.G.33
S2 – Tuesday	12:00pm – 1:00pm	12-15, 17-22, 26	CLT.Exhibition Area
S3 – Tuesday	5:00pm – 6:00pm	12-15, 17-22, 26	CLT.Exhibition Area

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• M Moseley (2003) Local Partnership for Rural Development: the European Experience, CABI.</li> <li>• M Shucksmith (2000) Exclusive Countryside? Social Inclusion and Regeneration in Rural Britain, JRF.</li> <li>• M Woods (2004) Rural Geography, Sage.</li> <li>• P Jones and J Evans (2008) Urban Regeneration in the UK: Theory and Practice. London: Sage.</li> </ul>

- R Imrie and M Raco eds (2003) Urban Renaissance? New Labour, community and urban policy. Policy Press.
- ODPM (2003) Sustainable Communities: Building for the future HMSO. Palgrave Macmillan.
- M Parkinson et al (2006): The State of the English Cities ODPM.

<b>Assessment Information</b>
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Tests the students' ability to assemble, synthesise and present information in a coherent manner in a number of different circumstances.
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<b>Assessment (70%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Essay	2,500 words	12 January 2012

<b>Assessment (30%)</b>	<b>Hand In Date</b>
Group PowerPoint Presentation	Done at a timetabled seminar

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

Module Code	Module Name
TCP2023	Understanding Sustainable Development

Credit Value	20
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Semester	2
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Module Aims
<ul style="list-style-type: none"> <li>• To explore in more depth the topics and issues covered in Stage 1 'Environment and Sustainability'.</li> <li>• To develop an understanding of the impacts, responses, and contested solutions to environmental problems.</li> <li>• To develop an understanding of key environmental policy and planning principles.</li> <li>• To develop a critical awareness of the processes of environmental knowledge production.</li> </ul>

Module Learning Outcomes
<ul style="list-style-type: none"> <li>• Apply of the principles of environmental policy and planning to key issues.</li> <li>• Recognise the complex interdependencies between social, economic and ecological issues.</li> <li>• Demonstrate an understanding of the contested nature of environmental problems and solutions.</li> <li>• Inter-disciplinary and inter-professional skills - social and environmental awareness: central to this module is an understanding the integration of social, economic and environmental issues, if sustainable development is to be achieved.</li> <li>• Study skills and research - reflection: this module requires that students consider the wider ethical context of their everyday practices, as citizens and as professionals.</li> <li>• Critical awareness of the construction of knowledge - students should be aware of the construction of knowledge and be able to critically evaluate different sources.</li> </ul>

Module Leader	Telephone	Email
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Lectures	Times	Weeks	Venues
Wednesday	9:00am – 11:00am	29-35, 40-44	BEDTC.1.46

Seminars	Times	Weeks	Venues
S1 – Tuesday	3:00pm – 4:00pm	30-35, 40-44	CLT.1.01
S2 – Thursday	9:00am – 10:00am	30-35, 40-44	CLT.Planning
S3 – Thursday	5:00pm – 6:00pm	30-35, 40-44	CLT.Planning

S4 - Friday	4:00pm – 5:00pm	30-35, 40-44	CLT.1.01
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### Reading List

- Buckingham.S., and Turner,M., 2008, *Understanding Environmental Issues*, London: Sage
- An Introduction to Global Environmental Issues, (1997) London: Routledge. Pickering, K. T., and Owen, L. A.
- Environmental Science for Environmental Management, (2000), Prentice Hall, Harlow. O’Riordan T (ed).
- Blueprint for a Sustainable Economy, (2000), Earthscan, London. Pearce D, Barbier E.

### Assessment Information

Designed to test the students’ ability to assemble and synthesise appropriate information to demonstrate their knowledge and understanding of environmental systems and sustainable development and their relationship to planning practice. The formative assessment gives students feedback on their progress thus far and allows them the opportunity to improve in any areas required.

Assessment (80%)	Word Length	Hand In Date
Essay	2,000 word	21 May 2012

Assessment (20%)	Hand In Date
Presentation	Varies throughout the semester

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP2025	Researching Local Economies

<b>Credit Value</b>	20
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<b>Semester</b>	1
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<b>Module Aims</b>
Gain an understanding of the working of local economies and how they can be better understood through research.

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Understanding of the workings of local economies, with particular reference to housing, labour and retail.</li> <li>• Use of basic statistical methods.</li> <li>• Interpretation of Urban Environments.</li> </ul>

<b>Module Leader</b>	<b>Email</b>
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Lectures	Times	Weeks	Venues
Tuesday	12:00pm – 1:00pm	12-15, 17-22, 26	CLT.1.01

Seminars	Times	Weeks	Venues
S1 – Tuesday	3:00pm – 4:00pm	12-15, 17-22	BEDTC.2.39
S2 – Tuesday	4:00pm – 5:00pm	12-15, 17-22	BEDTC.2.39

Cluster Sessions	Times	Weeks	Venues
Monday	11:00am – 12:00pm	18-22	DAYSH.BRAE.PC (1.31)

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• Economics, planning and housing. Michael Moxley.</li> <li>• Planning for retail development. Clifford Guy.</li> </ul>

<b>Assessment Information</b>
This is an applied module giving hands on experience of using data to explore local economies.

Assessment (50%)	Word Length	Hand In Date
Project Work – Report 1 (November)	2,000	25 November 2011

Assessment (50%)	Word Length	Hand In Date
Project Work – Report 2 (January)	2,000	13 January 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP2027	Research Skills

<b>Credit Value</b>	20
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<b>Semester</b>	2
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#### **Module Aims**

To introduce students to social science research methods and offer practical experience of planning related research (these may be on any topic) by undertaking qualitative and quantitative data collection and analysis. To prepare students for undertaking their own research project in Stage 3.

#### **Module Learning Outcomes**

- Students will be aware of the nature and scope of social science research.
- Demonstrate knowledge and appreciation of different research methodologies.
- Analyse and interpret their data and findings in relation to an applied context.
- To provide students with an awareness of different research methodologies to enable them to design and undertake their own piece of independent research in Stage 3.
- Apply and practice a selection of research methods and analysis.
- Develop analytical skills and communicate findings clearly.

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
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<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Monday	1:00pm – 3:00pm	29-35, 40-44	BEDTC.B.32
Thursday	10:00am – 12:00pm	30-32, 42, 43	BEDTC.B.32

<b>Practicals</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Monday	4:00pm – 6:00pm	33-35	HERB.1.BLUE ZONE.PC (68)

#### **Reading List**

- Social Research Methods (Oxford University Press, Oxford: 2008) (Essential reading), Author: Bryman, A, ISBN: 9780199202959
- Researching Social Life (Sage, London: 2008) (Essential reading), Author: Gilbert, N, ISBN: 1412946611
- Introduction to Social Research: Qualitative and Quantitative Approaches (Sage, London: 2005) (Essential reading), Author: Punch, KF, ISBN: 9781847873248
- Key Methods in Geography (Sage, London: 2003) (Essential reading), Author: Clifford, N and Valentine, G, ISBN: 076197492X
- An Introduction to Social Research (Sage, London: 2009) (Essential reading), Author: Flick, U, ISBN: 0761574350

**Assessment Information**

The essay reflecting on the use and appropriateness of different methods to different research situations will be supported by the submission of work tasks (such as observation notes, a transcript, questionnaire design, etc dependent on methods covered) to show experiences gained, however this supporting documentation will not be assessed.

The dissertation idea will be an outline idea in which students are expected to draw on skills learnt about the research process and apply it to a topic of their own interest which they wish to take forward for their dissertation (the essay will explore why the topic is important, possible questions to answer, sources of literature and potential methods they may use in addressing their research question).

<b>Assessment (50%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Essay – describing individual dissertation idea for study	2,000	18 May 2012 - 12 noon

<b>Assessment (50%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Essay – assignment reflecting on methods	2,000	16 March 2012 – 12 noon

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP2028	Understanding Cities

<b>Credit Value</b>	20
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To build critical, social-scientific understanding of contemporary cities and processes of urban change.</li> <li>• To give students an understanding of the key debates in contemporary urban theory.</li> <li>• To link theoretical debates, processes of urban change, and urban policy and planning debates using specific case studies and examples.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• A wide-ranging understanding of social-scientific debates about cities and urban change.</li> <li>• An understanding of the key debates in contemporary urban theory and how these relate to key debates in urban planning and policy.</li> <li>• An ability to link theoretical and empirical debates about cities to key policy challenges in planning and urban policy.</li> <li>• Skills for engaging with policy and planning materials in a critical way.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Steve Graham	0191 222 8579	steve.graham@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Monday	12:00pm - 2.00pm	12-15, 17-22, 26	BEDTC.1.48

<b>Seminars</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Wednesday	12:00pm – 1:00pm	12-15, 17-22, 26	CLT.1.01

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• <b>Massey, D., Allen, J. and Pile, S. (Eds.), (1999) City Worlds, Routledge: London</b> (Essential reading)</li> <li>• <b>Pile, S, Briook, C., Mooney, G, (1999), Unruly Cities? Routledge: London.</b> (Essential reading)</li> <li>• <b>Allen, J, Massey, Pryke, M. (Eds.), Pile, S., Briook, C., Mooney, G, (1999), Unsettling Cities Routledge: London.</b> (Essential reading)</li> </ul>

<b>Assessment Information</b>
The assessed essay will be designed to assess student's ability to connect theoretical, empirical and policy-relevant material.

<b>Assessment (100%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Essay	3,500	12 January 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP3003	Employment and Management

<b>Credit Value</b>	10
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<b>Semester</b>	1
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#### **Module Aims**

- Firstly, to build your ability to evaluate yourself and your skill base and present yourself effectively on paper and in person for jobs.
- Secondly, for those who have made the decision to become a chartered planner, this module explains the experience of placement and the assessment of professional competence that is done in the certificate of professional practice.
- Thirdly, whether you are aiming for a career in planning or not you will be working in arenas influenced by politics, power, ethics, finance and inter disciplinary working. Talks from speakers will give you insights into what these mean in practice.

#### **Module Learning Outcomes**

- A greater awareness of the politics of planning. An understanding of ethical approaches to planning practice.
- Development of critical analysis and report writing. Enhanced abilities to present the self in a professional manner for the job market through cv and interview.

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Rose Gilroy	0191 222 7864	r.c.gilroy@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Wednesday	11:00am – 1:00pm	12-15, 17-22, 26	DAYSH.G.05

#### **Practicals**

Mock Interviews

#### **Assessment Information**

- Assessment will test ability to construct a professional CV and appropriate letter of application. This relates to the key skill outcome.
- Assessment is by mock interview to practice presentation of self.
- 1,500 word report that explores issues facing planners in practice.

<b>Assessment (10%)</b>	<b>Hand In Date</b>
Mock Interview	TBC (Nov or Dec)

<b>Assessment (20%)</b>	<b>Hand In Date</b>
CV and Letter of Application	07 November 2011

<b>Assessment (70%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Report	1,500	13 January 2012

# SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

## MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP3019	Planning Theory and Policy Analysis

<b>Credit Value</b>	10
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<b>Semester/s</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To develop an awareness of the main traditions of thought in the planning field.</li> <li>• To develop an awareness of the relationship between planning, governance and planning policies.</li> <li>• To understand a range of issues in the design of planning systems and their practice.</li> <li>• To develop an awareness of how different theories and conceptions of planning and policy making affect policy design implementation and evaluation.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• To be able to recognise key ideas in the planning field and how they have been applied.</li> <li>• To have a broad understanding of some key debates over policy/planning methods.</li> <li>• To be able to relate concepts and debates about policy procedures to case examples.</li> <li>• To be able to recognise when different theories are being used to evaluate and design policy pressures.</li> <li>• To be able to construct clear arguments and probe a range of arguments.</li> <li>• To establish a foundation for reflective practice.</li> </ul>

<b>Module Leader</b>	<b>Email</b>
Trevor Hart	t.j.hart@ncl.ac.uk

Lectures	Times	Weeks	Venues
Tuesday	10:00am – 11:00am	12-15, 17-22, 26	CLT.1.01

Seminars	Times	Weeks	Venues
S1 – Monday	10:00am – 11:00am	18-21	KGVI.B.86
S2 – Monday	5:00pm – 6:00pm	18-21	ARMB.3.38
S3 – Monday	12:00pm – 1:00pm	18-21	KGVI.B.84
S4 – Tuesday	2:00pm – 3:00pm	18-21	KGVI.B.84
S5 – Monday	3:00pm – 4:00pm	18-21	KGVI.B.84
S6 – Monday	4:00pm – 5:00pm	18-21	KGVI.B.84
S7 – Tuesday	1:00pm – 2:00pm	18-21	KGVI.2.37
S8 – Tuesday	5:00pm – 6:00pm	18-21	ARMB.Teaching Room 1

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• Readings in Urban Planning Theory. Fainstein S &amp; Campbell S. 1995.</li> </ul>

- Collaborative Planning. Healey P. 1997.
- Planning, Governance and Spatial Strategy in Britain. Vigar G et al. 2000.
- Urban Planning Theory since 1945. Taylor N. 1998.
- Planning Theory. Phil Allmendinger. Palgrave Basingstoke. 2009.
- Planning Futures: New Directions for Planning Theory. Phil Allmendinger & Mark Tewdwr-Jones (eds). Routledge London. 2002.
- The Containment of Urban England. Peter Hall et al. Allen & Unwin London. 1973.
- Critical Essays in Planning Theory (3 volumes). Jean Hillier & Patsy Healey. Ashgate Aldershot. 2008.
- People, Politics, Policies and Plans. Ted Kitchen. Paul Chapman London. 1997.
- British Town and Country Planning. Eric Reade. Open University Press, Milton Keynes. 1987.

### **Assessment Information**

Criteria for Assessment:

- Grasp of issues and debates.
- Awareness of literature.
- Ability to present clear arguments.
- Ability to relate to 'practicing planning'.

<b>Assessment (100%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Essay	3,000 words	13 January 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP3049	Planning Strategies

<b>Credit Value</b>	20
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<b>Semester</b>	1
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• Introduce a number of key ideas and skills related to strategy making.</li> <li>• Improve awareness of the complexity of the institutional and policy contexts in which planning strategies are made, the variety of the stakeholders, and the range of mechanisms available to orchestrate change.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• A range of evidence sources (where to look), evidences and policy documentation (what to find) relevant for determining the characteristics and dynamics of particular places.</li> <li>• How to identify and analyse issues and opportunities as part of a strategy formulation process.</li> <li>• A range of possible policy initiatives and delivery mechanisms suitable for planning interventions.</li> <li>• The organisational contexts in which public policy formulations occur.</li> <li>• The processes that guide development and change a range of different interventions and delivery mechanisms that you might use to orchestrate change in these localities.</li> <li>• The role and importance of design, public engagement and evidence in strategy production.</li> <li>• Understand the complexity of partnership working and recognise the contribution that different disciplines, organisations and agencies can make in effecting change at the local level.</li> <li>• Identify useful evidence sources for spatial policy making, how to use them to access data, and how to use the data to inform future strategy making.</li> <li>• Identify, explore and reconcile the various interests affected by public policy intervention.</li> <li>• Identify and evaluate a range of potential policy mechanisms in relation to orchestrating change in a locality.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Teresa Strachan	0191 222 7801	teresa.strachan@ncl.ac.uk

<b>Other Contributors</b>	<b>Telephone</b>	<b>Email</b>
Geoff Vigar Trevor Hart Colin Haylock Christoph Oschatz	0191 222 8338	g.i.vigar@ncl.ac.uk <a href="mailto:trevor.hart@ncl.ac.uk">trevor.hart@ncl.ac.uk</a>

Lectures	Times	Weeks	Venues
Monday	3:00pm – 5:00pm	12-15, 17-22, 26	CLT.1.01

Seminars	Times	Weeks	Venues
S1 – Tuesday	1:00pm – 3:00pm	12-15, 17-22, 26	CLT.Exhibition Area
S2 - Thursday	11:00am – 1:00pm	12-15, 17-22, 26	CLT.Exhibition Area

### Reading List

- **2004 City of Quarters: Urban Villages in the Contemporary City, Aldershot, Ashgate.** Author: "Bell, D. Jayne M (eds.), et al, 2002, **Shaping Neighbourhood : Health, sustainability and community, London: Spon.** Author: Barton,H.,
- **2000, Sustainable Communities : The Potential for Eco-neighbourhoods, London: Earthscan.** Author: Barton,H.,
- **2003, Urban Villages and the Making of Communities London, Spon.** Author: Neal, P. (ed)
- **Skills and Planning Practice, Basingstoke, Palgrave, Macmillan. Urban Task Force, 1999, Towards an Urban Renaissance, London, Spon.** Author: Kitchen T (2007)
- **Also: Key Planning Documents produced by Borough Councils relating to your particular locality.** Key texts depending on the specialisation you decide to follow.
- **2011, Effective Practice in Spatial Planning, The RTPi Series. Routledge** Author: J. Morphet

### Assessment Information

These short skills-related exercises enable students to practice their skills as they are being taught, and to reflect on a range of policy mechanisms and issues related to spatial strategy making ahead of developing their own strategy in the following semester (TCP3050).

Assessment (60%)	Word Length	Hand In Date
Report - Understanding the purpose and mechanisms of policy strategies.	2,500	11 November 2011

Assessment (40%)	Word Length	Hand In Date
A poster (500 words) and an accompanying essay (1000 words).	1,500	13 January 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP3050	Strategies into Action

<b>Credit Value</b>	30
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<b>Semester</b>	2
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#### Module Aims

- Develop a sophisticated understanding of the processes that guide development and change.
- Explore and understand the relationships between different activities in the same geographical area and the relationships between the study area and other parts of the wider locality.
- Devise appropriate strategies to provide a framework for future action, which spring from an understanding of the issues, opportunities and relationships which you have explored.
- Identify priorities for action.
- Devise effective delivery mechanisms whereby elements of the strategy can be put into practice.
- Develop your interpersonal skills of negotiation, compromise, leadership, delegation and acceptance of responsibility within a team framework.
- Develop strategy writing and presentation skills to a professional level.

#### Module Learning Outcomes

- How to use a range of evidences and policy documentation to determine the characteristics and dynamics of particular places.
- How to identify and analyse issues and opportunities as part of a strategy formulation process.
- How to use possible policy initiatives and delivery mechanisms to orchestrate change.
- The local area's particular dynamics and characteristics including their geographical, social and economic contexts.
- The processes that guide development and change a range of different interventions and delivery mechanisms that you might use to orchestrate change in these localities.
- Develop a sophisticated understanding of the role and importance of design, public engagement and evidence in strategy production.
- Identify and analyse the issues and opportunities influencing public policy formulation.
- Evaluate the relationships between spatial and non-spatial policy mechanisms. Identify, explore and reconcile the various interests affected by public policy intervention.
- Formulate and express spatial and non-spatial strategies.
- Identify and seek to overcome constraints affecting policy implementation.
- Recognise the contribution that different disciplines, organisations and agencies can make in effecting change at the local level.
- Professional team-working skills: negotiating, compromise, leadership, delegation and acceptance of responsibility within a team framework; and the

- ability to minute meetings, keep action logs, and a shared work file.
- Presentation skills both in strategy writing and in presenting it to an audience.

Module Leader	Telephone	Email
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Lowri Bond		
Geoff Underwood		

Lectures	Times	Weeks	Venues
L1 – Tuesday	10:00am – 12:00pm	29, 33, 44	CLT.1.01
L2 – Thursday	4:00pm – 6:00pm	29	CLT.1.01

Seminars	Times	Weeks	Venues
S1 – Thursday	11:00am – 1:00pm	30-35, 40-44	KGVI.2.19
S2 – Tuesday	2:00pm – 4:00pm	30-35, 40-44	CLT.Planning
S3 – Friday	9:00am – 11:00am	30-35, 40-44	BEDTC.G.36
S4 – Tuesday	4:00pm – 6:00pm	30-35, 40-44	CLT.Planning
S5 – Wednesday	9:00am – 11:00am	30-35, 40-44	CLT.Planning
S6 – Thursday	12:00pm – 2:00pm	30-35, 40-44	KGVI.2.37
S7 – Monday	1:00pm – 3:00pm	30-35, 40-44	KGVI.2.37

### Reading List

- **et al, 2002, Shaping Neighbourhood : Health, sustainability and community, London: Spon. .** Author: Barton,H.,
- **2000, Sustainable Communities : The Potential for Eco-neighbourhoods, London: Earthscan.** Author: Barton,H.,
- **2003, Urban Villages and the Making of Communities London, Spon.** Author: Neal, P. (ed),
- **Skills and Planning Practice, Basingstoke, Palgrave, Macmillan.** Author: Kitchen T (2007)
- **Towards an Urban Renaissance, London, Spon.** Author: Urban Task Force, 1999,
- **Also: Key Planning Documents produced by Borough Councils relating to your particular locality. Key texts depending on the specialisation you decide to follow**
- **2011, Effective Practice in Spatial Planning, The RTPI Series. Routledge** Author: J. Morphet

### Assessment Information

Group Strategy Report and Visual Presentation containing the vision, priorities and policies for the strategy. This would comprise 8,000 words (or the equivalent of) per group of four students, or 2,000 words per individual student (including a final presentation to the project group).

Group Background Report including data analysis to support the contents of the Strategy Report. 8,000 words per group of four students or 2,000 words per individual students (including a final presentation to the project group).

The fieldwork log book enables students to present the background work they have done (the evidence they have gathered, the analysis they have completed) to determine their strategy. It also provides them with an opportunity to develop professional practices when carry out meetings including noting meeting interactions, decisions, and actions taken through the minuting of meetings, keeping action logs etc.

The strategy report and presentation tests the students' presentation and writing skills, their ability to understand an area and determine its key issues, and their ability to articulate their intentions clearly (through a range of different media), and to reflect on the limitations of their strategy-making; It also provides an opportunity for them to demonstrate their ability to respond to questions informatively.

<b>Assessment (40%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Group Strategy Report and Visual Presentation	8,000 per group, or 2,000 per individual student	18 May 2012

<b>Assessment (40%)</b>	<b>Word Length</b>	<b>Hand In Date</b>
Group Background Report	8,000 per group, or 2,000 per individual student	18 May 2012

<b>Assessment (20%)</b>	<b>Information</b>	<b>Hand In Date</b>
Fieldwork Logbook	Evidence of meetings, actions, group work and reflection on group and individual contributions.	18 May 2012

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP3051	Development Management

<b>Credit Value</b>	10
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<b>Semester</b>	1
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<b>Module Aims</b>
This module aims to develop students' knowledge of planning law, development management and the institutional framework within which they operate and facilitate application of that knowledge through practical evaluation of issues surrounding planning applications.

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• An ability to apply knowledge of the legal, administrative and legal context of development management.</li> <li>• An ability to apply knowledge of the development management process and the way planning applications are determined.</li> <li>• An ability to evaluate issues against the legal and policy tests to be applied in assessing development management decisions.</li> </ul>

<b>Module Leader</b>	<b>Email</b>
Dave Webb	david.webb@ncl.ac.uk

<b>Lectures</b>	<b>Times</b>	<b>Weeks</b>	<b>Venues</b>
Monday	1:00pm – 3:00pm	12-15, 17-22, 26	BEDTC.B.32

<b>Attendance Expectation</b>
100% of the lectures

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• A Practical Approach to Planning Law. Moore, V.</li> <li>• Journal of Planning and Environmental Law. Various articles.</li> <li>• Encyclopaedia of Planning Law. Grant et al.</li> <li>• Town and Country Planning in the UK (14th ed.). Cullingworth, B &amp; Nadin, V</li> </ul>

<b>Assessment Information</b>
The exam format will test student understanding gathered across the lectures, to ensure sufficient learning of the wide ranging issues required. It will test student understanding of the development management process and the way planning applications are determined.

<b>Exam (100%)</b>	<b>Semester</b>	<b>Length</b>
Written Examination	1	2 hours

Past exam papers can be obtained from <http://www.ncl.ac.uk/examinations/>

## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

### MODULE GUIDE

<b>Module Code</b>	<b>Module Name</b>
TCP3099	Dissertation

<b>Credit Value</b>	40
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<b>Semesters</b>	1 and 2
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<b>Module Aims</b>
<ul style="list-style-type: none"> <li>• To develop student skills in undertaking a literature review.</li> <li>• To enable students to develop their own research proposals.</li> <li>• To give an extended opportunity for individuals to undertake a piece of independent empirical research and develop their research skills.</li> </ul>

<b>Module Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Students will be aware of the nature and scope of social science research.</li> <li>• Demonstrate competence in conducting a literature review (identifying key issues and analysing existing knowledge).</li> <li>• Be able to construct and articulate a clear and concise research question with clear aims and objectives for their study.</li> <li>• Be able to discuss the process of selecting appropriate research methodologies for investigating specific issues.</li> <li>• Identify and respond to ethical dilemmas and research bias.</li> <li>• Design and carry out independent empirical research (through building on the above).</li> <li>• Analyse, interpret and present their data.</li> <li>• Summarise and discuss findings and apply these to existing practice/policy, proposing recommendations where appropriate.</li> <li>• Develop literature search and critical analysis skills.</li> <li>• Develop an ability to design and conduct a range of research methodologies, building on knowledge and skills learned in stage 2.</li> <li>• Develop research management skills.</li> <li>• Develop analytical and communication skills.</li> </ul>

<b>Module Leader</b>	<b>Telephone</b>	<b>Email</b>
Jane Midgley	0191 222 6807	j.l.midgley@ncl.ac.uk

Lectures	Times	Weeks	Venues
L1 – Tuesday	9:00am – 10:00am	12-15, 17, 18	DAYSH.PG Training Suite
L2 – Wed	9:00am – 10:00am	12-15, 17, 18	DAYSH.PG Training Suite
L3 – Monday	10:00am – 11:00am	34, 35, 40	DAYSH.PG Training Suite

Cluster	Times	Weeks	Venues
Tuesday	12:00pm – 2:00pm	34, 40	DAYSH.BRAE.PC (1.31)

<b>Reading List</b>
<ul style="list-style-type: none"> <li>• <b>Doing Your Research Project: A guide for the first time researcher in education and social sciences</b> (Essential reading). Author: Bell, J. Notes: Open</li> </ul>

University Press, Maidenhead, 2005. ISBN: 0335215041

- **Introduction to Social Research: qualitative and quantitative approaches** (Essential reading). Author: Punch, KF. Notes: Sage, London, 2005. ISBN: 9780761944171
- **Social Research Methods** (Essential reading). Author: Bryman, A. Notes: Oxford University Press, Oxford, 2008. ISBN: 9780199202959
- **An Introduction to Social Research** (Recommended reading). Author: Flick, U. Notes: Sage, London, 2002. ISBN: 0761574350
- **Key methods in Geography (Sage, London: 2003)** (Background). Author: Clifford, N and Valentine, G. ISBN: 076197492X
- **How to Argue: a student's guide (Pearson Education, New York: 2001)** (Background). Author: Bonnett, A. ISBN: 0130193240
- **How to do your dissertation in geography and related disciplines (Routledge, London: 2005)** (Background). Author: Parsons T and Knight PG. ISBN: 9780415341554
- **Doing your undergraduate social science dissertation (Routledge, London: 2009)** (Background). Author: Smith K, Todd M and Waldman J. ISBN: 9780415467490
- **The literature review: a step by step guide (Sage, London; 2008)** (Background). Author: Ridley, D

### Assessment Information

The research proposal assessment (Semester One) tests the ability to devise a research strategy with a reasoned discussion of topic, question(s), literature and choice of methodological approach – this will require submission of time plan, risk and ethical approval forms. The dissertation is assessed for the scope and rigour of the empirical study and the extent to which it demonstrates an ability to devise and carry out a successful research project, including analytical and written communication skills.

Assessment (10%)	Word Length	Hand In Date
Research Proposal	3,000 words	18 November 2011 – 12 noon

Assessment (80%)	Word Length	Hand In Date
Dissertation	10,000 words	27 April 2012 – 12 noon

## **Student Feedback Mechanisms**

**At the end of the module you will be asked to fill out a Module Evaluation Questionnaire. This will give you the opportunity to comment on the standard of the teaching you received. The results of these questionnaires will be analysed and reported to the Degree Programme Director, Discipline Director and School Management Team. Any recommendations for change will then be implemented for the following academic year.**

**The School also hosts Staff Student Committee meetings each term. If you wish to make a comment on a module for discussion at such a meeting please see your Student Representative. If you do not know who this is please contact the School Reception.**

**If you have a more pressing or sensitive query about a module please contact your Degree Programme Director. Again, you can find out who this is and contact details from the School Reception.**