Placemaking for Sustainable Communities

Module Descriptor

Module Code: PLN7PSC

Version: V2.00

Status: Final

Date: 16/07/2025

Placemaking for Sustainable Communities

Summary Module Details

Module details

Module Title: Placemaking for Sustainable Communities

Module Leader: TBC

Module Mode: Supported online learning

Semester: Autumn (UK)

Level: 7

Credits: 20

Learning Hours: 200

Contact & Study Hours

Directed Study Time: 60 hrs (30%)

Self-directed Study Time: 60 hrs (35%)

Assessment Study Time: 60 hrs (35%)

Assessment Type

Portfolio/Project: 100%

Module Summary

This module provides students with a focused introduction to placemaking, both as a concept and the outcome of collaborative working. They will explore the mix of regulations, delivery methods and techniques that inform the design and delivery of a consensus-based spatial strategy for a new town, urban extension, or a master planned community.

Taken on which Programmes

MSc Urban Planning (C)

Core (C) or Elective (E)

Module Aims

This module aims to offer students the opportunity to:

- Acquire and progress a detailed knowledge and practical understanding of placemaking and sustainable communities, both as concepts and in practice;

- Develop critical skills in policy analysis, regeneration, community engagement and strategic site planning and delivery in partnership with other professionals such as transport planners;

- Apply the current and evolving approaches and techniques of wide-area spatial analysis, and to the presentation of issues and options for decision taking; and

- Explore comparative best-practice approaches to problem identification and resolution in the context of a new town or a master-planned community.

Module Learning Outcomes

LO1.   Identify and critically evaluate appropriate data, local resources and infrastructure to develop sustainable communities by engendering social capital, inclusiveness, a sense of identity, health, and well-being.

LO2.   Develop a comprehensive understanding of how placemaking enhances sustainable communities through the development of a high-quality built environment and public realm.

LO3.   Critically evaluate the concept of place-based co-design and apply knowledge and relevant skills necessary to support the planning process.

LO4.   Demonstrate collaborative skills, facilitate negotiation, apply critical thinking and show an ability to lead in interdisciplinary, professional and community contexts.

Indicative Module Content

Module topics

- **Introduction to placemaking**

A critical exploration of the origins and evolution of placemaking as a multi-faceted approach to the planning, design and management of the built environment and public realm. Drawing on relevant case studies from the UK and internationally, students will consider how placemaking can lend added value to a local community's assets, inspiration, and potential identity, where the creation or regeneration of buildings and public spaces can improve and promote community health and well-being.

- **Applying professional techniques to placemaking**

Students will be introduced to (and/or advance their existing skills in) area-wide spatial analysis, characterisation studies, conservation area appraisals, strategic site planning, community engagement and leading and participating in interdisciplinary, multi-sector teams.

- **Placemaking in a real-world context**

Students will be given opportunities to contribute actively to real-world placemaking initiatives.

This content will be reviewed and updated regularly to reflect the legal, moral and financial changes in professional standards and practice.

Overview of Summative Assessment

Module learning outcomes	Assessment	Word count or equivalent	Weighting
LO1, LO2, LO3	**Assessment 1** Portfolio / Project (e.g. skills audit, group and individual role play documentation preparation)	3,500	70%

4

LO4	**Assessment 2** Project (e.g. participation in group role play scenario)	1,500 equivalent	30%

Module Pass Mark (each element is to be passed separately): 50%

Key Module Learning Resources

Core Sources and Texts

The core reading resources within each module will be provided via the specific Virtual Learning Environment (VLE) module pages and within the e-Library. Additional reference material and supplementary resources to support your studies are available through the University of the Built Environment e-Library.

Module tools

Students will have access to study materials, dedicated academic support, student forums, and learning activities via an online learning platform (VLE).

The module page on the VLE is broken down into structured study weeks to help students plan their time, with each week containing a mixture of reading, case studies, videos/recordings and interactive activities to go through. Online webinars/seminars led by the Module Leader can be attended in real time and provide opportunities to consolidate knowledge, ask questions, discuss topics and work through learning activities together. These sessions are recorded to support students who cannot attend and to enable students to recap the session and work through it at their own pace. Module forums on the VLE provide further opportunities to discuss topics with other students, complete collaborative work and get extra help from the module team.

Professional online resources

The e-Library provides access to trusted, quality online resources, selected by subject specialists, to support students' study. This includes journals, industry publications, magazines, academic books and a dissertation/work-based library. For a list of the key industry specific and education resources available please visit the VLE e-Library.

Other relevant resources

Access is also provided to further information sources that include the British Library and Open University UK catalogues, as well as providing a monthly current awareness service entitled, ***Knowledge Foundations*** - a compendium of news, research and resources relating to the educational sector and the Built Environment.

The module resource list is available on the module VLE page and is updated regularly to ensure materials are relevant and current.