



## Unit 34: Planning the Built Environment

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### Delivery guidance

Your focus during the delivery of this unit will be on developing an understanding of the planning process, including the principles of urban planning and landscape design.

This unit is optional for Diploma and Extended Diploma in Construction and the Built Environment as well as in Civil Engineering. Throughout the delivery, you should (where possible) relate the content of this unit to other relevant units across the qualification, which will help to motivate learners.

You should utilise hands-on activities and site visits in the delivery of this unit as this will enable learners to understand the importance of landscaping and the role of regeneration projects within an urban environment. The number and frequency of such activities would vary according to your delivery schedule and availability of site(s).

Enhance your delivery of the topics with the use of illustrations, images, animations and video clips to explain and integrate principles of urban design as well as the planning processes. Such resources are often freely available online, and you may find that your students engage well with these resources over other delivery approaches.

This unit allows plenty of opportunities to forge links with local planning authorities, urban planners or other related organisations. You could invite guest speakers either from your local authority, urban planning or landscape architecture consultancies. Learners are often interested and inspired to hear first hand about the current practices from local professionals.

### Approaching the unit

#### Learning aim A

This learning aim is about understanding factors to be considered when planning the built environment and the processes and procedures involved in planning approvals.

Throughout delivery, engage your learners with knowledge quizzes, paired/group activities, class discussions and presentations, as these provide opportunities for peer learning in addition to motivating the learners.

You may wish to introduce various factors to be considered while planning any part of the built environment. The focus will be on the impact of any addition or alteration to the existing built environment and how it would impact on the urban planning of a given area.

Drawing on the learning from other units, role-play activities will be useful to appreciate the viewpoints of various stakeholders.

Learners could simulate the planning approval process where learner groups are given 'responsibility' for part of the process and where a mock application is considered, reviewed, discussed, a decision made, and appeals heard. These simulated sets of activities will help to engage the learners.

A visit to a local planning office, a guest speaker from a planning background or online access to approved and under-approval applications will reinforce learning of this learning aim.



### **Learning aim B**

This learning aim is about landscape design. The focus is to highlight its significance at the planning stage and to develop an understanding of various types of landscapes.

You should develop activities that combine research and hands-on practical tasks. For example, learners could carry out research to explore why landscaping is important for the built environment at the planning stage. This could be followed by a practical walkover survey of a city, town centre or other suitable development where learners could make notes about types of landscaping designs that are in place.

Follow this by providing learners details of a regeneration project where learners could evaluate whether the landscape design was effective or not.

### **Learning aim C**

This learning aim is about developing an understanding of urban planning. This includes the principles of urban planning and urban renewal followed by study of a range of urban regeneration projects.

Use of photographs, illustrations and video clips will engage learners. A walkover survey will be an interesting idea to explore types of urban space, quality of built form and spaces in the public domain.

A site visit to a local regeneration project will conclude the learning aim nicely. You should have access to a number of video resources covering most of the international regeneration projects listed in the unit content.



## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore best practice for obtaining statutory approval for the built environment	<b>A1</b> Planning considerations <b>A2</b> Planning process	A presentation covering planning considerations and processes for a given proposal.
<b>B</b> Understand the significance of landscape design when planning the built environment	<b>B1</b> Importance of landscape design <b>B2</b> Types of landscaping	A report evaluating the importance of urban planning and landscape design for city regeneration.
<b>C</b> Understand the principles of urban planning	<b>C1</b> Principles of urban planning <b>C2</b> Principles of urban renewal <b>C3</b> Case study of an urban regeneration project	

## Assessment guidance

This is an internally assessed unit, with a maximum number of two summative assignments: Assignment 1 covering learning aim A; and Assignment 2 covering learning aims B and C.

The assignment briefs should be set within the context of an urban regeneration project, such as from the list of projects given within the unit content.

Submitted assessment evidence could be in the form of a project report, and a presentation. You could also ask learners to include sketches, illustrations and a list of information sources used.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Unit 34: Planning the Built Environment

#### Introduction

Introduce learners to the unit using animations, DVDs, pictures, illustrations or web-based videos relating to planning and planning approvals. Engage your learners during delivery through knowledge quizzes, paired/group activities, class discussions and presentations as well as through site visits and guest speakers.

Well-organised site visits – where learners can see and experience actual urban regeneration projects – are invaluable to the delivery of this unit. They will need to be timetabled carefully to ensure learners have sufficient knowledge across the learning aims to fully benefit from the experience. You would need to coordinate with the site staff to ascertain:

- health and safety requirements
- type of project and development stage
- extent to which external staff could engage (project presentation, access to drawings, design data).

If finding appropriate sites proves difficult you could, instead, use project examples through DVDs or other project data.

### Learning aim A – Explore best practice for obtaining statutory approval for the built environment

#### Learning aim A1

- You could introduce various factors to be considered when planning is undertaken for adding or adapting any part of the built environment. These factors cover a wide range from environmental considerations to economic and material considerations. Engage learners through Q&A to develop their understanding of the scope of each of these considerations. You should have access to a project that has undergone a suitable planning approval process. Develop a role-play exercise in which each group is a stakeholder within the project approval process.
- Ask learners to identify the factors to be considered that are specific to the project being reviewed. Each group then discusses these in a meeting style and puts forward their viewpoint regarding the project. For example, it could be a utility company that has buried services in the area or a neighbour whose privacy might be affected because of the project.
- Ask learners to complete a sample planning application form that would be used locally after agreeing decisions with the factors considered.

#### Learning aim A2

- You could introduce rules and regulations relating to planning approval. Both local and national regulations should be discussed.
- Give learners a project brief requiring planning approval. Learners carry out research to identify the applicable rules and regulations. Learners work in groups and present to the



class information about two such regulations as allocated by the instructor.

- You could develop a role-play exercise to simulate the actual planning process. Ask learners to use the planning application completed earlier. Allocate a role to each group and ask them to process the application as it would be done at a local authority.
- Ask the group acting as the planning officer to inform the applicant about the appeals process. The applicant group then submits an appeal, which is heard by other groups.
- Give a summary of the factors, approval process and the learning activities for this learning aim.

### **Learning aim B - Understand the significance of landscape design when planning the built environment**

#### **Learning aim B1**

- Introduce learners to the importance of landscape design. Use ecological data especially relevant to the local area to emphasise the significance of developing suitable urban landscapes. Use Q&A to check understanding of why environmental degradation should be prevented.
- Develop an activity for learners to carry out research to explore why landscaping is important for the built environment at the planning stage, including the ecological benefits and amenities that are provided. Learners to produce a poster for their allocated topic.

#### **Learning aim B2**

- Introduce types of landscapes by using aerial maps, photographs and other suitable visual aids. Follow this by an open class discussion engaging learners and supporting development of their understanding. It is important that this covers each of the different applications of landscaping in the unit content.
- Plan and arrange a walkover survey of your nearest town or city centre. Learners should make note of various types of landscapes available and evaluate their effectiveness.
- Give learners templates to record their findings during the walkover survey. Learners duly complete these then evaluate whether the landscape design was effective.
- Working in groups, learners can develop posters demonstrating their understanding of use of form and colour theory by linking it with the landscapes observed during the walkover survey.
- Support learners by providing suitable resources that help them develop an understanding of colour theory and the use of form.
- Invite learners to give a rationale of their findings to the class. Summarise key points and add where necessary.

### **Learning aim C - Understand the principles of urban planning**

#### **Learning aim C1**

- You could introduce principles of urban planning using a presentation supported with examples, photographs, illustrations and video clips. Focus on developing an understanding of mass and space and various components that make up the urban fabric. Engage learners using Q&A.
- Using a case study of a large urban area, lead a discussion that asks learners to demonstrate their understanding of spaces in the public domain and hierarchy of urban



spaces. Apply learning checks using a quiz or Q&A.

- Arrange a walkover survey of the town or city centre. Learners could explore types of urban space, quality of built form and spaces in the public domain. Discuss with learners the hierarchy of urban spaces.
- Ask learners to produce a formal PowerPoint presentation about their findings. After the presentation, invite them to respond to questions both from you and their peers. Summarise by drawing on key points.

### **Learning aim C2**

- Working in groups, ask learners to investigate the reasons behind the urban renewal. Give learners a specific topic to explore. For example, one group could work on catalysts for urban renewal while another could investigate the resulting urban sprawl. Each group should then present their findings citing at least one example. Offer constructive feedback and summarise the key points.
- Ask learners to investigate local, national or international design guidelines for new urban developments as well as implementation strategies adopted in urban developments. Each group should then give feedback by citing one key feature of the guideline and one strategy adopted in urban development. Offer support as necessary.
- Arrange a site visit to a local regeneration project. Learners should carry out research before the visit about the need of this project, how it was implemented and the expected outcome. This would help learners to benefit from the visit.
- As a post-visit activity, ask learners to present to the class comparing their research outcome and what they actually saw during the visit. Offer support and add further points where necessary.

### **Learning aim C3**

- Ensure you have access to a number of video resources covering most of the international projects listed in the unit content. Allocate specific case studies to learners and ask them to work in small groups.
- Develop templates for students to take notes while watching videos or researching the regeneration projects. You could start class discussions at suitable intervals and ensure all learners are engaged.
- Learners should evaluate the effectiveness of urban planning for one of the regeneration projects they worked on during the delivery of this unit. Invite learners to share their findings with class.
- Summarise key points and add further points where necessary.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Construction Technology
- Unit 2: Construction Design
- Unit 7: Graphical Detailing in Construction
- Unit 8: Sustainability in Construction

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Construction. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Journals

Various journals published by Royal Town Planning Institute (RTPI)

### Textbooks

Frederick M, *101 Things I Learned in Urban Design School*, Three Rivers Press (CA), 2018 ISBN 9780451496690 – provides useful information about urban design

Lichfield N et al., *Evaluation in the Planning Process: The Urban and Regional Planning Series*, Volume 10, Elsevier, 2016 ISBN 9781483137278 – looks at the planning process in details

Montgomery C, *Happy City: Transforming Our Lives Through Urban Design*, Penguin, 2015 ISBN 9780141047546 – examines what makes a good city in the modern era

Moughtin C, *Urban Design: Street and Square*, 3rd edition, Routledge, 2007 ISBN 9781136350337 – provides an understanding and examples of urban design

### Websites

Landscape Performance – search for the Cheonggyecheon stream restoration project

Salford City Council – gives information on planning, building and regeneration

Smart City Hub – gives information about urban planning among other topics



Urban Hub – gives information about cities, buildings, technology and sustainability

Urban Regeneration Worldbank – search for the Ahmedabad urban regeneration project

World Bank – search for ‘urban regeneration’

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