Project goes from strength to strength and the fourth volume describes and engages with the diverse range of research and projects which make up the Department of Planning and Architecture. The journal’s success was recognised at the annual RTPI Planning Awards in 2012, in which the department was once again awarded a commendation.

The theme of the fourth volume of Project is an international one. During the year, the department has participated in many international activities with a number of different countries – Sri Lanka, Taiwan, India, Vietnam, America, as well as many European countries. The articles in the journal reflect this activity, and staff and students have joined together to write about their experiences in student projects, as well as to report collaborative research, some of which has been done with visiting researchers from Taiwan and Romania. New links have been made with a school in Sri Lanka during 2012, and architecture students at the City School of Architecture will shortly receive degrees awarded by UWE. Short courses have been delivered in Vietnam to practitioners. Students and staff from the National Cheng Kung University in Taiwan brought an exhibition of urban planning in Tainan to UWE in 2011, and they will return in 2012 to take part in an international summer school with architects from Colombo, planners and architects from Ahmedabad and a cross section of students from the Department of Planning and Architecture at UWE.

European links have always been important to the department and the Erasmus programme has given excellent opportunities for over 20 years for exchanges between UWE and Bologna, Milan,
Tours, Paris, Hannover, Nijmegen and Oradea. In 2012, Alicante has been added to this list along with a second university in Paris – now students of planning and architecture can study there. Field trips have a big impact on students and the department is committed to continue to take students to Istanbul, Lyon, Rotterdam, Paris, Berlin, as well as British cities to study how other countries plan and design.

With each year, the department is growing in strength and confidence. The three research centres – Centre for Transport and Society; Sustainable Planning and Environments; and the WHO Collaborating Centre continue to underpin the teaching in the department. The department has an inter-disciplinary approach to the making of places and buildings at all scales from national spatial strategy to the design of rooms – with planning, architecture, technology and (new for 2012) interior architecture, all based upon sustainability at different scales, and supported by research in planning, transport, sustainability, health, design and practice. During the year, the curriculum has been revised and refreshed, with new and innovative approaches to our subjects incorporated into our programmes.

A challenge for a department is to be creative, to invent new projects, to engage students in different activities each year which will leave a lasting impression, and to create opportunities. Working in partnership is a university objective, and the work in the department is particularly well suited to this. Projects are numerous, with nearly every year offering some kind of project in conjunction with external partners. This year, students of the BArch have created designs for the Emerson’s Green science park, in which UWE has an interest; fourth year architecture and planning students have worked with Salisbury Civic Society, Wiltshire Council and Salisbury Vision, Stanhopes and Allies and Morrison Architects to design a development for a large site in an historic town centre; third year architecture and planning students did a master planning project on the Temple Meads enterprise zone with Forum for the Future and the LEP; the Agency Project continues to send students to work in many organisations all over the region, working in private and public practice as well as with community groups all over the city. Competitions and exhibitions offer opportunities to students – architects and planners have worked with RIBA Wessex and the Architecture Centre to create an installation on the harbourside as part of the Love Architecture Festival planned for June.

The department has a well established conference programme, which includes the annual Planning Law and Policy Conference now entering its thirteenth year. In 2011, the department hosted the first Planning Theory conference, and its success means that another will be held in 2012; the final conference for the culmination of the carbon aware travel choice (CATCH) project attracted international delegates; other important conferences include the UWE and Bristol Neighbourhood Planning Network conference; ‘To BIM or not to BIM?’ – a collaboration between education and practice; and 2013 will see UWE hosting the Architecture and Humanities Research Association conference in November, and the Planning Research Conference in September.

There is energy and commitment, enthusiasm and passion in the Department of Planning and Architecture for inter-disciplinary work and for making the marriage of our subjects real and relevant for students and staff. This journal illustrates just a snapshot of the varied and diverse work that is being done.

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Filtered and Unfiltered Permeability – The European and Anglo-Saxon Approaches

The term ‘filtered permeability’ was coined by Melia (2008) and subsequently defined in guidance prepared for the Department of Communities and Local Government in the UK as follows:

“Filtered permeability means separating the sustainable modes from private motor traffic in order to give them an advantage in terms of speed, distance and convenience. There are many ways in which this can be done: separate cycle and walk ways, bus lanes, bus gates, bridges or tunnels solely for sustainable modes.”

(TCPA and CLG, 2008)

Steve Melia is a senior lecturer in transport and planning. His research interests have mainly focussed on the interaction between the two. His PhD concerned the potential for carfree development in the UK. He has advised UK Government departments on eco-towns and the Olympic Park Legacy Company on planning for the legacy site.

The term ‘filtered permeability’ was originally coined, following observations and interviews of transport planners around continental Europe, to differentiate these types of layout from the ‘unfiltered permeability’ which is widely recommended by governments, planners and
urban designers in the UK and North America. Unfiltered permeability refers to road layouts which provide equal permeability for all modes. In North America, the rectilinear grid – with streets open to all traffic – was the traditional street layout for settlements developed before the late twentieth century.

In recent years, encouraged by the New Urbanist movement, this layout has been widely advocated as the most sustainable street form, one which encourages walking and cycling. Several studies in North America and some in the UK have tried to compare travel behaviour in ‘traditional’ grid-based streets, with layouts based on culs-de-sac and distributor roads. Cervero and Gorham (1995) for example, compared ‘traditional’ and ‘suburban’ neighbourhoods defined by the permeability of their street layouts, finding lower levels of commuting by car and higher levels of active travel in the traditional neighbourhoods. The implication that permeable street layouts encourage more sustainable trip patterns is not necessarily supported by these findings – there are many other differences between the two types of neighbourhood, so the street layouts may have been acting as a proxy for other causal factors. Hickman (2008) found similar results based on similar binary comparisons of neighbourhoods within Surrey in the UK, although in a multivariate analysis, the ‘streetscape layout’ factor was not statistically significant.

Neither of these studies, nor the many others comparing permeable grids with impermeable suburban areas, acknowledge the possibility that such comparisons might disguise two countervailing forces. If increasing permeability and reducing journey lengths for pedestrians tends to increase walking, a priori we would expect a street grid, which reduces distances by all modes, to encourage driving as well. The findings of statistical analysis would therefore represent the net difference between these countervailing effects (as well as any other spurious associations as in Cervero and Gorham 1995). Valid conclusions could only be drawn where the effect of permeability for vehicles can be separated from the effect of permeability for pedestrians and cyclists. Local examples permitting such a comparison are rare in North America and the UK.

One exception to this (Frank and Hawkins, 2008) compared four areas in Washington State, similar except for their different street layouts. One of these was characterised what has been termed the ‘fused grid’, where the streets of a ‘traditional grid’ have been blocked to through traffic, but kept open for pedestrians and cyclists (as illustrated, in different contexts, by Figures 1 to 3). Of the four types of area compared (including a traditional grid and less permeable suburban layouts) the fused grid had the highest level of walking.

Although the terminology varies, in continental European cities such as Freiburg, Münster and Groningen the principle of filtered permeability is a key element of their transport planning strategies, which have been relatively successful in restraining car use and promoting alternatives. Through traffic is channelled onto a limited network of main roads. Suburban developments are often designed as area-wide culs-de-sac for general traffic, while a range of short cuts such as bridges, tunnels, cycle paths and bus gates provide a more permeable network for the sustainable modes.
Observations across several European cities suggest that the time and convenience advantage compared to travelling by car is one reason for the relatively high levels of cycling in the cities which follow this approach, although more research would be needed to establish a causal link: existing high levels of cycling may equally have encouraged transport planners to favour cycling through filtered permeability. Whatever the effect on transport outcomes, removing through traffic creates opportunities for improvements to public open spaces, as illustrated in Figure 3.

In a public transport context, the principle of filtered permeability is largely uncontroversial. Its assumptions are built into the models used by transport planners. If a guided busway provides a time and convenience advantage compared to the same journey made by car, we would expect bus use to rise. Building a new road alongside the busway would undermine the relative advantage offered to the bus, encouraging people to travel by car. The same principle is not so widely accepted when applied to walking and cycling.
Apart from the effect on modal share or carbon emissions, there may be other reasons for advocating filtered or unfiltered permeability. One highly contested area relates to crime. The relationship between street-level permeability and crime is a complex one: paths closed to vehicles may provide getaway routes for criminals on foot, whereas permeable grids provide easier escape routes for vehicles. It seems the overall effect depends entirely on context and design detail, particularly related to passive surveillance from surrounding buildings (Cozens and Hillier, 2008).

UK Government guidance (DfT, 2007) argues that unfiltered permeability leads to ‘a more even spread of motor traffic throughout the area and so avoids the need for distributor roads’. This is an ambiguous line of argument, which raises the question of induced traffic. It has long been recognised that increasing road capacity by building or widening roads induces traffic and a similar effect might also be anticipated if the road network is designed to spread traffic more evenly (and hence accommodate a greater volume of traffic before congestion is encountered).

This review has revealed several areas where more research is needed. Apart from Frank and Hawkins (2008) the relative effects of filtered and unfiltered permeability are based on observation rather than quantitative analysis. Comparisons are complicated by structural and cultural differences between the European cities which have implemented filtered permeability on a wide scale, and the Anglo-Saxon countries where unfiltered permeability has become an influential objective. The evidence available so far suggests, however, that differentiating between those modes we wish to encourage, and those we wish to restrain can exert a significant influence on transport outcomes and the quality of the urban environment.

References:
In November 2011 students and staff from the Master of Architecture course (RIBA/ARB Part 2) visited Istanbul on a field course. People going on a field trip such as this bring many kinds of ‘baggage’ with them; from the fundamental strata of human interiority to those exterior influences and structures that might also inform and identify us: psychology, sociology, economics, knowledge and culture. This complex assemblage is then confronted with a different and unfamiliar city (in this case Istanbul) which has its own unique modes of religion, architecture, urbanism, traditions, language etc. The field trip is the location for exposing and breaking those boundaries, both real and metaphorical that meet in the transgression of this international encounter. Rather than studying architectural books and journals of Istanbul remotely it is through the ‘spatial’ and ‘material’ realm that we encounter, experience and understand the city’s architecture.

Louis Rice is an architect and senior lecturer and programme leader for the MA in Urban Design. His theoretical work specialises in design/research at the intersection between architecture and urbanism.

Jonathan Mosley is a senior lecturer and leads the Bachelor of Architecture / MA Architecture programme. The practice-led research work of his collaborative practice with artist Sophie Warren has been exhibited and published internationally.

Jonathan Mosley and Louis Rice

transgression>İstanbul<narrative
Illustrated with observations of Istanbul from the field course this article will introduce and begin to explore (the equation of) its title: transgression>Istanbul<narrative. The title is a triptych of words, ideas and relations – organized as a quasi-mathematical relational equation; it operates equally in both directions and inside/outside simultaneously. Located at the centre is >Istanbul< contingent on and situated within the conceptual apparatus: transgression\narrative - both of these terms form the theoretical and ideological approaches to the article. In addition, we operationalise the innocuous looking chevrons \>< that protect and delimit the word ‘Istanbul’. The thematic equation is employed partly through the photographs displayed between and interspersed with the textual information: this imagery partly supports the central themes of the article, but also extends, develops and enriches this material including themes that lie outside of the text.

transgression

“Transgression is an action which involves the limit, that narrow zone of a line where it displays the flash of its passage, but perhaps also its entire trajectory, even its origin: it is likely that transgression has its entire space in the line it crosses.”

Foucault (1977:33-34)

To transgress is ‘to cross over’: a border, a boundary, a law. In order for transgression to occur there must be an entity that is bounded or delimited; for architecture this might be a building’s brief, programming, urban context or user requirements; at the urban-scale it might be related to social norms, codes of behaviour or key territorial relations – expectations of who should be doing what, where. Transgression of these entities might constitute forms of sub-culture, deviant behaviour, including various forms of protest and activism. Transgression is often connected to quasi-legal performativity, however it is not necessarily so; transgression is relevant to the questioning/blurring/breaking of existing hegemonic beliefs, practices and conventions. It is at the edges of practice or on the periphery of normality that the boundaries are fully delimited, and reveal simultaneously the territory and its anti-territory. It is through the transgression of these liminal conditions that the nature of each is transformed. The centre/periphery of buildings, cities, societies and environments are frequently crossed and re-crossed, and through this transgression new boundaries are constructed, constituted and multiply deconstructed. Transgression does not necessarily lead to the making of new boundaries; although it does so on occasion. Through an a posteriori definition of transgression as it relates to Istanbul, transgression cannot be applied wholesale to any particular context or activity; instead any event maintains a paradoxical position whereby boundary and transgression do not overlap when viewed from the multiplicity of cultural perspectives and domains of knowledge: sociology, economics, politics, ecology, psychology etc. Transgression might only occur within a sub-sample of these domains, and when analysing a context without using these domains – another mode of transgression is revealed: transgression qua hybridity: where ‘hybridisation is the mixing of categories and the questioning of the boundaries that separate categories.’

‘Mixed-use’ – improvised cowshed of tarpaulin and bulldog clips used to sell cattle to nearby slaughterhouse is found adjacent to a bookshop constructed directly on an appropriated portion of the street. Credit: Mark Cains.
It is a hackneyed observation that Istanbul lies simultaneously across thresholds of two continents and the Muslim and Christian worlds. Transgression in this article does not relate to, nor is it developed from either of these threshold conditions. Instead transgression in Istanbul is contextualised from (but not limited to) the multiplicity of territorial relationships operating within a given field of socio-spatiality. It is the status of their liminality that is of interest to this endeavour. Here, Istanbul is encapsulated in images and words exploring a limited number of events within the city as narratives of transgression.

The chevrons represent the dispositif that roughly translates from French as a device, mechanism, plan (of action). Foucault describes the dispositif as a ‘heterogenous ensemble consisting of discourses, institutions, architectural forms, regulatory decisions, laws, administrative measures, scientific statements, philosophical, moral and philanthropic propositions – in short, the said as much as the unsaid... it can function as a means of justifying or masking a practice which itself remains silent, or as a secondary re-interpretation of this practice’. The dispositif will be the process(es) by which the theory and textual ideas are translated/transformed into or through material and semiotic worlds; specifically Istanbul. This article uses the dispositif in all its manifestations, i.e. device, mechanism and plan (of action).

The public showroom – a transitory occupation of the road system for the selling of carpets. Extending the boundaries of pavement stalls as temporary shops, this appropriation of territory challenges the domination of the car and potentially the gall of any car driver who may attempt to drive over this fine stitching. Situations of complex overlaps in territory in the city are contingent on negotiations.

Credit: Jonathan Mosley.

Mobile phone dealers - informal economies cluster in certain locations within Istanbul. These traders of mobile phones pay no rent, and they must hold their mobiles in lieu of a shopfront or static retail base, yet they deal in some of the most advanced digital technologies. They form a line, as typical in Istanbul’s retail distribution profile, the locations of retail goods types tend to group.

Credit: Louis Rice.

Domesticating the city street - washing lines strung along pavement from tree to tree, rugs laid on street and remnants of graffiti (as marking of territory) on walls.

Credit: Mark Cains.
narrative

By using narrative, the composition of impressions, the framing and ordering of events and spaces, the telling of stories – material and semiotic concerns such as threshold, scale, tactility, materiality and symbolism are opened up to exploration and translation through polyphonic modes. Reading/viewing, interpreting and constructing stories is a means of addressing the way people engage with the built environment, for example, the experience of daily rituals and routines, the inhabiting of buildings, the occupation of streets, what people really do in bedrooms and in parks...provide a ‘dramatic’ sequence of situations. Not only does narrative provide a structure for the framing of cities and architecture, it also involves the juxtaposition of the real and the imaginary (familiar and unfamiliar) to generate hyperreal, hybrid situations, description of spaces and characters, interruption of the expected, movement, memory, anticipation, internal (inner body / inside a building / inner city) and external (outer body / outside a building / outer city) space and perceptions. Narratives, novels, stories or filmic data hypostatise lived experience.

According to Bataille, architecture is more than just a building. The ‘thing’ that separates ‘architecture’ from ‘building’; i.e. the difference between the two is the theory or meaning that is embedded or applied. Thus the shift from a building to architecture is a quasi ‘mystical’ translation of bricks and mortar into ideology or manifesto; magical-realism in the most unlikely of locations. Narrative provides a plexus across the ‘ideas’ and ‘theories’ of a thesis to the ‘real’ built world, and to urbanism that is coated with ideology. Istanbul acts as narrative, as magical realism, as fiction – both imaginary and real.

The inhabitation of architectural and urban space in Istanbul includes situations of adaptation and use of the city that transgresses what has been designated and designed. This transgression goes beyond material, programmed architecture: stratum of the unexpected, informal, quasi-legal and impromptu suffuse the urban fabric of the city with a unique temporal quality. In a city of over 10 million people, Istanbul is too large and complex to draw definitive conclusions and overlay an explanatory meta-narrative. Rather this Istanbul article merely begins to introduce the process(es) of teaching and learning that derive from the transgression of narrative.
This article provides a brief overview of a two year project Entitled ‘Educating Planners for the New Challenges of Sustainability, Knowledge and Governance’ (PLAN-ED). The project involves four planning schools from the EU and the USA. This article will describe the three workshops that have taken place to date and will highlight some of the key learning points that have been identified. As well as providing a rich learning experience, especially of planning in two very different American cities, the project has produced a number of practical benefits to the four participating universities. (These points are explored in greater depth by C. Bird and L. Carmichael in the following article.)

Plan-Ed is a trans-Atlantic project funded jointly by the European Union and the United States Department of Education under the Atlantis programme. The aims of Atlantis are to share experience and good practice in higher education.
teaching by bringing together practitioners from both sides of the Atlantic. UWE’s Department of Planning and Architecture successfully submitted a bid for funding to explore how the teaching of town planning was responding to current challenges facing the USA and the EU, particularly that of sustainable development. The project commenced in September 2010. Under the leadership of Dr Laurence Carmichael, a lecturer and researcher in UWE’s WHO Collaborating Centre, a partnership was established between UWE, Bristol; Leibnitz University, Hannover; Virginia Commonwealth University (VCU), Richmond; and Portland State University (PSU), Oregon to take the work forward.

The first of four week-long seminars took place in February 2011 in Richmond, Virginia. UWE was represented by Laurence Carmichael and planner Dave Johnson. The seminar began with brief introductions to the planning systems of the three countries represented – it quickly became apparent that there were as many variations in the USA as there were in Europe, yet the issues were very similar and familiar to all the participants. What was interesting was the emphasis placed on equity, or what we would refer to as social inclusion, by planners and planning academics in the US. Both Richmond and Portland were experiencing high levels of in-migration from Latin America and this posed a number of interesting issues – and both opportunities and challenges for planners and the teaching of planning students. This was well demonstrated by visits on day two to an inner city community project where students had been involved in developing proposals for environmental improvements to a busy highway intersection in the area; and to an out of town location where the rapidly increasing Latino population was settling along the route of the former national highway, now known as the Jefferson Davis Corridor. We were introduced to a number of successful community projects providing new housing and advice and support to the Latin American population, many of whom were described as ‘lacking documentation’ – ie had not yet secured US citizenship. This all raised many interesting planning issues, but what was clear was the willingness of the county planning authority to plan for the urban growth of Richmond into its area in a positive and inclusive way. The remainder of the seminar examined how the four schools of planning were responding to challenges such as these.

In June 2011 UWE hosted the second seminar in Bristol. The main theme of the seminar was community engagement in planning and health and how this was addressed through the teaching and research of the four planning schools involved in the Atlantis project. A day of visits took place to a range of community projects in South Bristol. The Southville Centre was used as a good example of community development and participants were introduced to the City Council’s neighbourhood partnership model of governance. The visit included meeting a number of year 4 planning students who were undertaking their six week Agency Project in the area. The Agency Project gives the students the opportunity to carry out a live piece of work for the agency concerned, and short presentations were given on three of these: developing lifetime homes, the provision of public drinking water and improving public transport in the area. The day was rounded off with a very informative visit to the Hartcliffe Health and Environment Group and their community farm.

In November 2011, UWE hosted the third seminar in Portland, Oregon. UWE was represented by Laurence Carmichael, Sarah Burgess and Dave Johnson. The emphasis of this seminar was much more on curriculum content. A study visit took place to a community economic development project in a largely Latino district of the city where we received an excellent presentation from a recently
graduated planning student who had carried out her Planning Workshop with the organisation and was trying to take forward the idea of setting up a market where members of the Latino community could sell ethnic products to the local community. The Planning Workshop is a learning method used in both VCU and PSU and is similar to UWE’s Agency Project. The Planning Workshop is similar in its learning outcomes but is based on a group of four or five students who have to set themselves up as a consultancy, find a client and carry out an agreed piece of work over the space of a semester. The idea of the Latino market was one such project, and the student had been employed by the agency after graduating to further develop the idea and help turn it into a reality. We also visited a large housing and regeneration scheme in the north of the city. This had transformed an area of former low density and poor housing into a largely successful new community designed along New Urbanism principles – i.e. mixed-use, higher density development linked to public transport provision and reflecting more traditional building materials and styles to create an overall sense of place and community (Katz, 1994).

The remainder of the seminar examined sustainability measures on the PSU campus, how inter-disciplinarity is achieved by the four universities and how issues of equity and social inclusion are addressed through the planning curriculum. The event concluded with a session facilitated by the project’s external evaluator where the lessons to date from the project were identified and the next stage of the project was planned. The visit provided an excellent opportunity to look around the centre of Portland, a very attractive, sustainable and well planned city.

The Atlantis project has provided a valuable opportunity to compare how we teach planning here at UWE with other planning schools in the EU and USA. The teaching of planning in the USA is done through a two-year post-graduate masters level degree unlike the system we have here in the UK. It was interesting to compare the two approaches and while the planning systems are also different most of the issues were the same, as was the content of the teaching and the methods used. The students and staff also proved to be very similar! The visits to Richmond and Portland also gave us a unique insight into planning issues in two very different US cities (the final visit, to Hannover, took place in March 2012, after the writing of this article). Through this project we have established excellent relations with the planning departments at all three universities and we hope this will provide many opportunities for further joint working, research and possibly staff and student exchanges at some point in the future.

References
International perspectives on building capacity for planning and health

This paper looks at the integration of health into planning and planning curricula and what we have learnt from international practice in the context of the PLAN-ED (‘Educating Planners for the New Challenges of Sustainability, Knowledge and Governance’) project involving staff from four planning schools in the EU and the USA. In Bristol, the project brought together researchers, stakeholders and practitioners from both health and planning, including from local authorities, NGOs and health services to consider how best to progress the capacity building agenda.

This is core to the work of the WHO CC which recently carried out a review for the National Institute for Health and Clinical Excellence (NICE), assessing the extent to which health is considered in planning practice and policies in the UK (Carmichael et al., Gray et al, 2011) and is also engaged in examining how far education supports this (ENHS

Caroline Bird and Laurence Carmichael

Caroline Bird is a research fellow in the WHO Collaborating Centre for Healthy Urban Environments. Her research interests are at the overlap of the built environment and public health and in broader issues of environmental sustainability. She has previously worked in local government and in civil engineering.

Laurence Carmichael is a research fellow in the Department of Planning and Architecture. She has worked on a number of EU comparative research projects and undertaken consultancy work examining urban governance, community involvement and the impact of projects at local level. Her research interests include health and planning, and she is actively promoting student exchanges and research collaboration abroad.
In this context, it is valuable to compare challenges faced by different cities and their strategies to foster healthy urban planning, as well as understand the role of universities in addressing these challenges.

The demographic, economic and social contexts of the PLAN-ED EU and US partners vary enormously. They may all face similar challenges from poverty, urban sprawl, global warming and obesity - aided by urban environments which encourage car use, convenience food outlets and low housing density; but some cities are faced with specific issues and seem less equal than others in offering healthy environments.

The city of Richmond, Virginia for instance, suffers particularly from segregation and health disparities. Our colleagues from Virginia Commonwealth University outlined the challenges faced by their disadvantaged communities, against a backdrop of economic downturn and a history of racial tensions. The East End of the city has greater health problems, coupled with lower expenditure on fruit and vegetables and a higher proportion of public housing. The city is now trying to improve the health of its most disadvantaged citizens in redeveloping this area. A new mayor has pushed the health and sustainability agenda through the ‘East End Transformation Plan’ involving local people and businesses through a charrette process – and reaching out to young people through a ‘youth charrette’. The charrettes have helped to raise awareness and educate not only businesses and the public but also officials, of the need to incorporate health aspects in new urban plans. Residents and stakeholders identified that physical regeneration of the area and urban design should contribute to enhancing lifestyle, in particular allowing better access to fresh food through market and urban agriculture, encouraging active through open spaces, cycling and walking accesses and facilities, facilitating social interaction with good streetscapes and meeting places, as well as ensure access to health care.

This example of Richmond identifies a lack of healthy drivers for planning at city policy and strategic levels. This means that the commitment of the mayor at project level becomes essential in addressing some of the challenges facing neighbourhoods. The charrette has been critical is raising the awareness of stakeholders around key health determinants and have given a sense to the local population that their priorities are on the map. However, healthy environments cannot be created through action at the neighbourhood level alone. Good neighbourhood planning should be set within a nested context of innovative urban policies, growth management and regional planning. US states have, generally speaking, a weak regional/metropolitan level of planning and metropolitan planning organizations (MPOs) remain weak instruments for strategic planning, hence the need for local leadership such as that demonstrated in Richmond.

By contrast, colleagues from Portland State University discussed how, in Portland, Oregon, the local MPO “Metro” has established itself as a driver of sustainable planning since its creation in the 1970s (see Ozawa, 2004). The example of Portland and its Metro gives us an insight into a very progressive planning system that has offered a city the opportunity to become one of the most cycling friendly cities in the USA. At policy level, the key driver has been the Oregon Transportation Rules (TPR) developed in the 1990s, requiring consideration of alternative land use plans to reduce car use. This ensured cross-sector collaboration to address critical aspects of healthy urban environments, namely land use, transport and air quality. For Portland, the ‘Portland City Bicycle Plan 2030’ aims to increase the amount of bicycle use to 20% across the city. Collaboration between the university, elected officials, consultants and cycling advocacy organisations is increasing research and education to support the plan through evaluation of initiatives and by providing professional training for cycle planning and embedding it in the student curricula at the university.
In Europe, EU has no legislative competences in the area of spatial planning but promotes broad strategic transnational cooperation through the European Spatial Development Perspective. However, there are a range of EU Directives supporting the objectives of healthy urban planning, in particular in the field of environmental planning and health which each country is required to translate into national law. Our colleagues from Leibniz Universität Hannover, Germany for instance, outlined how the city of Hannover has responded to the EU Directive on Environmental Noise. In Hannover, noise from transport and industry affects certain areas of the city and maps for different types of transport and industry have been compiled to show where the greatest effects occur, together with maps showing the populations affected.

The maps are being used to inform actions to reduce the number of people affected adversely by noise from 4270 to 120 through:

1. Avoidance of noise emissions by supporting alternative forms of transport
2. Shifting noise emissions by moving heavy traffic
3. Reducing noise through speed reductions, changes in surfacing and streetscapes
4. Insulating against noise
5. Behaviour change / PR initiatives

The city is also developing a cost-benefit methodology to compare the cost-effectiveness of different measures and a cost-benefit analysis of the overall noise action plan.

As for Bristol, the PLAN-ED project gave the WHO CC the opportunity to outline some recent activities such as workshops on health impact assessment (HIA) and study tours. These have helped to build strong cross-sectoral working relationships. The university also involves students through the Agency Project, a six week placement of UWE students with planning authorities and stakeholders. One of these placements supported the development of a protocol between the NHS Bristol and Bristol City Council’s planning department committing planners to consult the local director of public health on selected planning applications which could potentially harm human health (Grant, Raffle and Hewitt, 2011).

The international examples of city level changes in the urban environment to support health provided some interesting approaches which have clearly helped to develop capacity and understanding of the health impacts of urban planning and how to deliver positive outcomes. The challenge for the academics involved in the project is how to use this learning to support change in academic programmes.

Some lessons from comparing practice in the USA and Europe include:

- Need for multi-layer approach to healthy urban planning: good neighbourhood planning must be set within a nest of innovative urban policies, growth management and regional planning. The cases of Richmond and Portland particularly illustrate this point. Across Europe, EU directives
offer cities the opportunity to raise the noise issue on the policy agenda and tackle it at city level.

- Need for community engagement from an early stage. Health issues are then identified by local residents, and addressed effectively when people engage early in the design of their community.

- The importance of robust evidence to inform policies. Evidence can raise awareness of policymakers, and give them the opportunity to legitimise policy decisions.

- The role played by universities to provide research evidence and training. During the PLAN-ED project, it was also evident that universities had another role to play as broker between planners and other stakeholders and communities. Studio work at VCU and PSU and the agency project at UWE reinforced the case for the strong community role of planning schools.

References
ENHS: http://www.bne.uwe.ac.uk/who/enhs/
"In Paris, you can buy a beer at McDonald’s."

Pulp Fiction, 1984

My research asks how do I know that I am in Paris?

Prima facie the answer is straightforward. Le Périphérique is a 35 kms long ring road around Paris following the line of the defensive wall demolished in 1929. It marks the administrative boundary of the city; inside is Paris, outside is not. In reality the answer is more complicated. My focus is on three communes: Paris, St Mandé and Montreuil (fig 1).

To get nearer to the answer I use a deep mapping technique that relies on a detailed understanding of the subject being unearthed in the same way as an archaeologist. I draw on the work of Michael Shanks1. I gather all evidence from trivial to fundamental clues to piece together a picture of the present. This comes from observing and recording everything that leads me to an opinion on whether or not I am in Paris. It is eclectic and it has been used to good effect by William Least Heat-Moon2 in
understanding Chase County in central Kansas. It is a development of the work of psycho-geographers and helps planners understand the space in which they intervene. It uses the concept of the detached urban observer developed by Benjamin and applied to a modern landscape by Sinclair and Self. As psycho-geography does, it explores an interface between the institutional fabric of a city and the place that underlies that controlling layer. The important point is that the method relies on me as an expert observer interpreting clues I find.

To explore and collect evidence I set up a grid of twenty 100m x 100m squares centred on the Périphérique as the base for my ‘archaeological’ investigation. Within that I gather all the evidence I can to help answer my question. This evidence takes the form of visual and aural clues: some are objects attached to the ground or buildings, others moveable; some are noises by humans, machines or simply nature. To supplement the grid a walk is superimposed over the area of study. The route of this walk is determined by my attempt to walk on the boundary, as I perceive it, between Paris and the outside world – as in a dérive. As an archaeologist might, I take photographs of the evidence.

The Périphérique is a modern defensive barrier between intra and extra muros worlds (fig 2); inside are 2.2 million Parisians – associated by writers such as Simon Ronai and others with luxury, arts, culture and refinement. Outside are 9.6 million banlieusards – seen as anonymous, peripheral and remote from the centre. Even the name itself, with its use of the terms boulevard and périphérique, at once conveys something of belonging to Paris, yet also unequivocally states that it is the extremity. There are no boulevards in St Mandé or Montreuil.

Since it opened there has been talk of covering up the Périphérique. The assumption has always been that this would be a good thing. Yet it has been described as the most beautiful avenue of Paris by the architect Dominique Perrault. On the other hand, Claudia the waitress in Café Tourelle, St Mandé at 8am on 30th September 2011 recognises its negative impact. She makes it unequivocally clear that she wants to move to Paris. Paris is the word she uses. For Claudia there is ‘indépendance’ (independence) and ‘plus de choses à faire’ (more to do) in Paris. Café La Tourelle is exactly 152 metres from Paris (fig 3).
The former wall consisted of gates, ramparts and bastions. The Périphérique is no different with its high walls, acoustic screens, floodlights and access towers. Today’s modern gates can still be closed off (fig 4). Entry into and out of Paris is controlled. Street surfaces change at the border – black is Paris, red is St Mandé (fig 5). But Paris extends beyond ‘the wall’. Building forms and street orientation are overt evidence, whilst more subtle clues confirm covert expansion – local classes are not advertised as ‘something to do in St Mandé’ but as something to do ‘in Paris’. However these Parisian advances meet resistance. Streets perpendicular to Napoleon’s radial patterns act as barriers. Haussmann would have levelled this had we been in Paris. Two hundred metres from the wall and the semiotic of the mairie and école imposing their communal self identity confirms we have left Paris (fig 6). St Mandé fights to keep its identity but Paris surreptitiously surrounds the enclave to capture the Bois de Vincennes as its own. The dusty gravel surface says we have crossed back into Parisian territory.

The gates of Paris provide a focus for refugees (fig 7). At Porte de Montreuil they inhabit a space on top of the Périphérique, a no-man’s-land, with one eye towards La Police Municipale de Paris; ready to run should they be challenged. But the refugees cannot simply make their home in Montreuil. Montreuil wants none of Paris. It has built its own ‘wall.’ It has deliberately planned a line of fortification higher, more imposing and more hard faced than any original wall. This line of modern impenetrable commercial buildings with narrow ‘gates’ and block house windows controls entry to Montreuil (fig 8). Penetrating the commune is off putting and forbidding, territory is clearly marked out and the architecture of defence is evident. Montreuil sees Paris as a threat.
Those considering sweeping the Périphérique away in an attempt to spread Parisian idealism fail to understand the complexity of this periphery. It is far more than an administrative line. It is a front line. The capital’s élan needs containing; allowing it to spill out threatens other cultures, equally but differently diverse. Without the Périphérique the ideal of Paris will be diluted. Paris will no longer be Paris.

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1 See for example: http://documents.stanford.edu/MichaelShanks/51


quoted in Paris; dedans dehors, Arte 15.10.2004
Understanding the role of universities in the European Healthy Cities Programme

The WHO Healthy Cities initiative is a global movement supporting a city-wide, holistic approach to public health.

A healthy city is one that improves its environments and expands its resources so that people can support each other in achieving their highest potential (WHO, 1997). It means that processes and structures are in place and there is a commitment to improving health rather than being defined by a level of absolute health. A city also needs to demonstrate that it has the political commitment and structures in place to galvanise action.

The first European phase was established in 1987 and the European network currently consists of over 90 cities and towns from 30 countries across the WHO European Region that are committed to health and sustainable development. A city joins the European network based on criteria that are renewed for each five year phase. Each phase of the network focuses on an overarching goal and core themes. The Zagreb Declaration for Healthy Cities (WHO 2009) was signed by politicians in 2008 and details the objectives for the current Phase V (2009–2013) with the overarching goal of ‘health and health equity in all local policies’ and the three core themes of:

- caring and supportive environments
- healthy living
- healthy urban environments and design

The WHO Collaborating Centre at UWE has been involved in supporting healthy urban planning within

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the network since the concept was first developed in 1998. The WHO CC is also a founder member of HAVEN, a consortium of universities and cities set up to provide academic support to the WHO Healthy Cities initiative.

A new priority for the current phase of the programme is to develop a higher level of academic support and collaboration between the member cities and universities, reflecting a need identified by the WHO to better connect the worlds of research and policy development (WHO 2008). In 2011, WHO Europe asked HAVEN to map the training and academic support needs of the cities across the network. A survey was designed by HAVEN partners and sent out to all the programme co-ordinators in each city asking what sort of knowledge, skills and academic input they needed to enable them to best achieve the aims of the WHO Healthy Cities programme.

Cities were asked what core issues and skills they needed assistance with and how training could best be delivered; and, key to the university collaboration issue, what knowledge training was required and how they already worked with universities. This element of the survey was designed to find out how nearby universities could use their intellectual capital and research expertise to support the cities.

Analysis of the results from the 40 responses to the survey indicated a wide diversity in experience and therefore needs for training across the core themes and skills. The most popular issue for training was the overarching theme of ‘health and health equity in all policies’ (45) – including developing and monitoring interventions to improve equity. Next in popularity was raising population health literacy (11), then active citizenship (8), healthy urban planning (7) and age friendly cities (7). These key areas reflect both the priorities of the cities but also where they currently feel least able to deliver effective responses. The required skills that cities most often identified were strategic influencing, negotiation, leadership and securing community involvement.

In terms of university involvement, each respondent was asked to identify the three most important knowledge training needs within their city. Below are the most popular responses:

- Assistance with preparing, developing and using an evidence base: 55%
- Assistance with applying the findings from research: 37%
- Support with producing and evaluating measurable results, developing indicators and measuring health outcomes: 27%

These results provide an indication of where the academic expertise contained within the universities might be of greatest use to the member cities and will be used by the HAVEN consortium to help universities focus their interactions. They reflect the issue identified by de Leeuw (2008) and WHO (2008) that research, policy and practice need to have better connections.

Cities were also asked about their nearby universities. Almost all respondents had at least one nearby university and nearly 75% had contact with at least one university. The nature of the links can be broadly grouped as follows:

- collaboration, partnership agreements and joint projects – 33%;
- research and scientific investigation – 27%;
- university is part of the governance of the healthy city group – 21%;
- teaching links and student placements – 13%;
- training for healthy city personnel, joint events and implementation – 6%.

The city co-ordinators were asked about the benefits of these links and it was clear that they were valued for giving them access to academic research, a more rigorous evidence base and for evaluation of actions; but they also saw a mutual benefit through collaboration, sharing of knowledge and student involvement.

Initial results analysed by the WHO Collaborating Centre at UWE, were presented to the 2011 annual European conference of the Healthy City...
programme in Liege. Delegates discussed how to square the needs of universities for primary research and academic publishing with that of the cities for evaluations of local activities and practical case studies. The conference agreed that universities could support the cities in developing good case studies for effective dissemination and academic publication reflecting a previously identified need for better sharing of case studies to help mainstream good practice across the network (Lawrence and Fudge, 2009). Some of the other areas where academic input was valuable could be categorized as the ‘third arm’ of university activity, namely knowledge sharing and the outreach role that all universities have in connecting with their local communities and the real world.

A follow-up survey to increase the response rate was carried out in January 2012. The results from both surveys are being compiled into a full report to the WHO with further recommendations as to how best to foster effective international collaboration and professional development across the network, identifying potentials for future research, evaluation and training directly linked to the world of policy and action in the cities.

References
Swedish and British Research on the Future of Urban Neighbourhoods

Katie Williams is director of the Centre for Sustainable Planning and Environments. She is an urban theorist, planner and urban designer. Her research is about how to achieve sustainable urban environments. She is interested in what constitutes sustainable places, and also how people perceive them and behave in them. She has been working recently on several projects looking at the future of urban residential neighbourhoods.

The Centre for Sustainable Planning and Environments (SPE) is involved in two ongoing research projects looking at how to make urban neighbourhoods more sustainable in the future. Both projects are undertaken in collaboration with colleagues at KTH Stockholm, which offers a valuable opportunity for comparative learning.

SPE is leading a 3-year project called Suburban Neighbourhood Adaptation for a Changing Climate (SNACC) which is investigating how to make physical changes to the built environment to ensure suburbs are both more energy efficient and resilient to inevitable climate change. A Swedish professor, Örjan Svane is one of the project’s five international researcher partners. We also have partners from the USA, Portugal and Australia who have contributed insights on climate change adaptation from their countries. In parallel, Katie Williams is a member of the Swedish team undertaking a study.
called ‘Situations of Opportunity in the Growth and Change of Three Stockholm City Districts’. This is a 5-year project being undertaken by KTH Stockholm academics from the Schools of Architecture and the Built Environment and Industrial Technology and Management, and led by Professor Svane.

The two projects have much in common, most importantly their ambition to provide evidence on, and understand how to operationalise, a more sustainable urban future. In addition, both projects take a socio-technical approach to change in the built environment, and both are multi-method studies, encompassing quantitative modelling and qualitative methods such as focus groups, workshops and interviews. But at their core, the projects have different approaches which are interesting to compare and learn from.

The SNACC project is looking at 6 existing suburbs in 3 cities in the UK: Oxford, Bristol and Stockport. In each suburb a number of changes to the built environment (to homes, gardens and neighbourhoods) could help mitigate against further climate change and also make the suburbs more resilient to inevitable changes, such as hotter summers, scarcer water, and increased risks of flooding and storms. For each suburb, we have assessed which adaptation options (for example, things like adding insulation and glazing to homes, and introducing sustainable drainage systems and shading to public spaces) would give the best results in terms of performance. This has been done partly by modelling of options (using a model called DECoRuM, devised by project partners at Oxford Brookes University), and partly by drawing on previous research. We are now presenting the most effective adaptation solutions to stakeholders at workshops in each of the case studies (both to residents and other actors, such as local authorities, private adaptation providers and regulators) to find out more about which of these options are practical and acceptable to them. Our aims are to determine the ‘best’ adaptation packages for different types of suburbs, but also to find out more about individuals’ and institutions’ motivations for action and inaction.

The SitCit project takes a different approach to that used in SNACC. It uses the concept of ‘situations of opportunity’ as its starting point. This is a concept similar to ‘policy windows’ or ‘tipping points’ (Wangel and Gustafsson, 2011) which are ‘periods of time when there is a greater possibility than usual of bringing about change with major long term implications’ (ibid, p. 12). From this conceptual origin the project develops a number of scenarios about the future development of 3 city districts in Stockholm: Bromma, Rinkeby-Kista and Södermalm. The scenarios are essentially ‘what if?’ stories that are then explored via modelling and testing with stakeholders for their feasibility and path dependencies. Like the SNACC study, the SitCit project is interested in ‘what will need to
change? but also how will the change come about? i.e. which actors and institutions will be involved in instigating change?

The range of scenarios chosen by the SitCit team is varied. For Bromma, it is exploring: what if the City of Stockholm decided to put sustainable transport at the top of the agenda in an urban development project? In Rinkeby-Kista, what if energy efficiency was put top of the agenda when refurbishing the stock of multifamily buildings? And in Södermalm, what if innovative ICT applications were widely installed in residential buildings and transport systems? Working back from these desired scenario outcomes, the team have then modelled, for example, what the resultant changes in energy use and travel demand would be, and visualised changes to the built environment that would occur. The team has engaged a large number of Masters students to explore and test aspects of the scenarios, which has led to innovative and transdisciplinary thinking around energy modelling, urban spatial analysis and research methods.

In terms of international learning, the exchange of researchers between SPE and KTH on these two projects has proved valuable. At the core of the projects are a number of contemporary themes that we need to grapple with in understanding how to move towards a more sustainable urban future. Even though the projects have different methods, both teams are facing some common challenges. We are both seeking to understand how various agents and institutions might need to act in the future to deliver urban environments which differ from today’s. Both teams agree that speculating on future governance is extremely difficult to do, and has been one of the key challenges in coming up with meaningful results. We are also both interested in behaviour change: in how it is framed and influenced. We are concerned with external conditions, for example, how will energy prices, or unforeseen technical advances influence cities in the future? We have learnt much from each others’ projects, and plan to continue our partnership in the future.

Acknowledgements
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SitCit is funded by The Swedish Energy Agency and Formas.

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Project websites
SNACC Project: www.snacc-research.org
A review of healthy urban planning across Europe

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The environment has long been recognised as a key determinant of health (Lalonde, 1974; Whitehead & Dalgren, 1991; Marmot & Wilkinson, 1999). The effect of place on health is an important strand from conceptualisation to policy development and implementation (Macintyre et al, 2002). Evidence shows that spatial planning and urban design in our towns and cities has a profound effect on the risks and challenges to population health. The WHO Collaborating Centre for Healthy Urban Environments has been leading the development of these concepts for the WHO European regional office for the past 15 years. It pioneered the development of the concept of ‘healthy urban planning’ (HUP) which has been a focus in the WHO Health City programme for the past decade. This article presents the appraisal of that work through assessment of HUP in the Healthy Cities network across the WHO European region.

The review is based on the responses from each city to questionnaires in 2008, the end of Phase IV of the programme. Of the 79 cities in Phase IV (Figure 1), 51 cities responded to the HUP component of the questionnaire. The questions sought to find out how far the Healthy Cities programme in the municipality was effective in relation to strategic HUP priorities; and what the Healthy Cities team considered the most important HUP issues. There is an encouraging picture of the degree to which each Healthy City team is actively involved in planning policy making. Certainly a level of engagement between planning and health agencies is indicated that did not exist in 1998, prior to the development of HUP.
Two thirds of cities consider that the Healthy Cities programme has been influential in shaping planning policy in the interests of a healthy urban environment (Figure 2). The number of cities assessed as having a high degree of HUP activity has grown year on year in Phase IV, from 11 in 2005 to 26 in 2008. Many cities, new to the network, joined in 2006 and 2007. This led to a sharp increase in cities having a poor or very poor level of activity, especially in 2007. In the final year of the phase, 2008, there is a reduction in the number of cities in both these categories. This is mainly due to these new entrants familiarising themselves with HUP and beginning to make better progress.

There is evidence of a high degree of explicit recognition of HUP issues by the Healthy Cities’ teams. Environmental health concerns related to water, air and waste are highlighted by only a small number of municipalities. This indicates the degree to which – except in a few mainly eastern countries, e.g. in rural Turkey or Russia – basic life-support is not critical. Transport, urban form, urban design and environmental quality issues are given the greatest weight by many. Contrary to experience in earlier years, this suggests that now a significant proportion of cities address strategic planning. However, in many instances strategic awareness is not yet reflected in strategic action.

The extent to which the Healthy Cities programme has influenced planning policies and other programmes was also considered. Almost two thirds (65%) of the respondents consider they are actively involved with planners and are quite/centrally/very influential in shaping such programmes. Others (20%) are aware of policies in these fields and support them, but have little direct involvement. A small minority, 15%, believe that their municipality has not yet acted on such concerns.

Healthy Cities teams were also asked which HUP issues were the most important for their municipality. Figure 3 indicates in what proportion of the answers a topic was a top priority and also how often it was included in the top three priorities. Planning and urban form (22%) was highlighted more than any other issue. However, there was a disappointing response in terms of awareness of the significance of spatial planning for health equity. Cities were asked whether there were specific policies and programmes that address equity and health inequalities. Despite often giving quite full answers, very few of the Healthy City teams identified any planning-related policies in their response.

Overall, this research indicates that the level of understanding of the significance of HUP by the Healthy Cities movement has developed significantly over the period of phase IV, but still has some way to go. A broad conclusion is that the Healthy Cities programme can be effective in promoting the critical importance of linking health and planning, and in disseminating and developing good practice. In many cities it has helped to transform the political and professional agenda, integrating health with sustainable development and the planning of the human environment.

Research suggests that without a strategic approach to HUP, the value of individual projects will be limited. However, many cities are struggling with the more strategic and holistic approach, emphasising specific one-off projects such as park improvements, allotment provision, safe road crossings. Two common issues seem to be internal institutional barriers and an evolving spatial form which is driven by ‘what the market can deliver’. Any city, as a large complex organisation, will suffer from this to an extent and we can see that the successful cities are those that engage a broad range of stakeholders and form wide ranging partnerships providing a continual bulwark against sectoral silos.

Many current policy assumptions, widespread across Europe, like business parks and retail parks, need careful and honest review. In most cities, the integration of health and planning requires a fundamental change in organisational structures and remits. This type of change can be supported by a programme which promotes knowledge exchange and a reflective discourse on values between public health professionals and planners.
(Pilkington et al, 2008). In democratic societies it depends on strong consensus in the population. It also requires effective leadership from the top and a willingness to rethink established policy. Political commitment to the ‘Health and health equity in all policies’ approach of Phase V, should help concentrate minds.
Can place-based leadership lead to improvements in the local quality of life? This is the central question that we are addressing in recent and current international research within the Centre for Sustainable Planning and Environments (SPE).

Speak to directors of city planning in local government, or influential figures in urban design and public management, and they will tell you that leadership plays a vital role in urban place shaping. Despite this, planning theory books offer few insights on the role of leadership in city planning and local governance, and some do not mention leadership at all.

It appears to be the case, then, that planning scholarship is lagging some way behind the world of practice when it comes to paying attention to leadership themes. Our current research is a modest effort to try to fill this gap in knowledge. It is
exploring the role of place-based leadership not just in relation to planning, but also in relation to local governance as a whole.

In 2009 we carried out an international scoping study of the role of civic leadership for the Local Authority Research Council Initiative (LARCI). This study examined whether international exchange relating to civic leadership could play a more prominent role in UK policy making. It provided five cameos of bold civic leadership drawn from five countries – Brazil, Colombia, Sweden, The Netherlands and the USA – and it outlined a conceptual framework that can be used to explore the relationship between civic leadership and public service innovation.

In 2010/11 we used this framework to examine place-based leadership in Freiburg, Germany (Hambleton, 2011). This city was chosen as it is recognised as one of the leading eco-cities in Europe. Indeed, Freiburg can claim to be a world leader when it comes to responding to climate change. The Academy of Urbanism, a UK-based professional organisation set up to advance the cause of high quality urban design, was so impressed with the achievements of the city that they published The Freiburg Charter for Sustainable Urbanism in 2011. This suggests that the achievements of the city are well respected.

Why has Freiburg been so successful? By applying our model of place-based leadership we were able to show that leaders in all three realms of civic leadership have all played an important part. These three realms reflect different sources of legitimacy:

- Political leadership – referring to the work of those people elected to leadership positions by the citizenry. These are, by definition, political leaders. Thus, directly elected mayors, all elected local councillors, and Members of Parliament are political leaders.

- Managerial/professional leadership – referring to the work of public servants appointed by local authorities, central government and third sector organisations to plan and manage public services, and promote community wellbeing. These officers bring professional and managerial expertise to the tasks of local governance. They may work in the state or at arms length from the state.

- Community and business leadership – referring to the work of the many civic-minded people who give their time and energy to local leadership activities in a wide variety of ways. These may be community activists, business leaders, voluntary sector leaders, entrepreneurs, leaders of religious organisations, higher education leaders and so on.

The three realms of place-based leadership are shown in Figure 1. We describe the areas of overlap between these different realms of leadership as innovation zones – areas providing many opportunities for innovation. This is because different perspectives are brought together within these zones and this can enable active questioning of established approaches.

Figure 1. Realms of civic leadership
We have built on this work and, in a new research project funded by the Joseph Rowntree Foundation, we have developed the model and applied it in three cities – Bristol and Swindon, UK and Enschede, The Netherlands. This Anglo-Dutch study, Place-based Leadership and Social Inclusion, is concerned to address a particular question relating to place-based leadership: How does place-based (or civic) leadership contribute to public service innovation and social inclusion?

The research is unusual in three respects. First, we have developed a new form of ‘engaged scholarship’. By working in close collaboration with the three cities we have developed three Innovation Stories. These represent an attempt to fuse scholarly analysis with practice-based wisdom. They differ from traditional case studies in which researchers carry out research on topics or issues. Our approach involves working with practitioners in the cities we are studying. Second, the focus in each story is on the leadership of innovation – these stories are not intended to be comprehensive evaluations of the initiatives described. Third, the use of the word ‘story’ is deliberate. We take the view that ‘story telling’ in public policy analysis is a valuable approach to the documenting of experience that can provide inspiration as well as insight to public service leaders.

The Innovation Stories cover the following three topics:

- The Digital+Green Initiative, Bristol. This is a key part of Bristol’s effort to position the city as a leading European example of a low-carbon, digitally connected city. The Innovation Story examines the emergence and development of the policy and examines how it is being applied to foster social inclusion in the Knowle West area of the city.

- The Social GP Experiment, Enschede. This experimental programme in the Velve-Lindenhof area of the city aims to improve the life chances of over 600 residents of one of the most deprived neighbourhoods in The Netherlands. Social General Practitioners (GPs) are working with a limited number of residents to empower citizens to improve their own life chances.

- The Swindon Family LIFE Programme. Swindon Borough Council and other local agencies (health, police and others) are working with Participle (a public service consultancy) to develop a new approach to family intervention by multiple public agencies, a social enterprise and the families themselves. The programme is working with a limited number of families with complex needs with the aim of bringing about long-term positive change, not just for ‘problem families’, but also for other members of the community and government services.

Several conclusions emerge from this research:

First, the conceptual framework, illustrated in Figure 1, is useful and can be used by any locality to generate fresh insights. True, it simplifies a complex reality. For example, the relative power of the three realms varies by locality and this would imply different sized circles, whereas we have kept them all the same size. Moreover, the realms shift in influence over time. The interactions across the realms are also complex and, of course, there are many different interests operating within each realm. The strength of the model, however, is that it draws attention to the way the underpinnings for legitimate leadership in modern society are dispersed, and it highlights the importance of civic leaders creating innovations zones that bring different kinds of people together.

Second, the world may be globalizing but place still matters. Central government should decentralize more powers to the local level so that local leaders have more autonomy to bring together people from the different realms of civic leadership, raise funds and take action. If the pressing and complex issues that are the focus of these ‘innovation stories’ are to be seriously addressed, localities need to draw on the skills, creativity and energies of people in all sectors. The Localism Act 2011 does not go...
anywhere near far enough in empowering local places to build on their own strengths and assets.

Third, a key role for local leadership is to shape the nature of the interactions that take place in the innovation zones in a positive direction. This has important implications for the roles of city planners, urban designers and all involved in striving to bring about sustainable development. Wise civic leadership is critical in ensuring that emotions and behaviour in settings of this kind – sometimes referred to as the ‘soft spaces’ of planning (Illsley et al, 2010) – are orchestrated in a way that promotes a culture of listening that can, in turn, lead to innovation (Kahane, 2004). Inventive place-based leaders can reconfigure conflict zones into innovation zones and, indeed, this is one of the main challenges that they face.

Acknowledgements

The authors express thanks to the Joseph Rowntree Foundation for funding the Anglo-Dutch study of Place-based Leadership and Social Inclusion, and would also like to thank colleagues in the three cities involved for helping to co-create these new ideas relating to civic leadership and public service innovation.

References


Creating built environments that promote walking and health: A review of international evidence

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Kiron Chatterjee is a senior lecturer in transport planning in the Centre for Transport and Society. He is an experienced evaluator of transport projects and programmes and has a particular interest in gaining a better understanding of travel behaviour and how it changes over time in relation to social change and transport policy.

Katie Williams is director of the Centre for Sustainable Planning and Environments. She is an urban theorist, planner and urban designer. Her research has addressed some key contemporary debates in sustainable urbanism including: urban adaptation to climate change, sustainable communities, sustainable behaviour and the built environment, sustainable urban form and the compact city.

Nick Cavill is an independent health promotion consultant, a research associate of the University of Oxford BHF Health Promotion Research Group, and an honorary senior research fellow at the University of Salford. He specialises in the development of policy and programmes on physical activity and sport and sustainable transport.

Walking as a form of physical activity and mode of transport has received increased attention in recent years. It requires no specialised equipment or training so has the potential to offer an accessible and achievable form of physical activity to a wide range of the population. Reported health outcomes from regular walking include: reductions in all-cause mortality and cardiovascular disease and the risk of high blood pressure, stroke and cholesterol; and improvements in energy balance and body composition, self-esteem, physical self-worth, stress, mood and mindset. Increased pedestrian activity has also been linked to greater levels of social capital and economic vitality in neighbourhoods and high streets.

However, urban environments are often not supportive of walking. Everyday destinations (such as schools, work places or shops) are often too far from where people live. Walking environments are often not planned, designed or maintained for pedestrians. This paper summarises a study conducted for a charity that promotes walking environments called Living Streets (www.livingstreets.org.uk). It synthesised existing literature on the impacts of the built environment on walking (Sinnett et al., 2011; see Figure 1).

Generally ‘walkable’ neighbourhoods are defined as those that have relatively high population densities, mixed land uses, street patterns that connect uses in an accessible way for pedestrians and facilities to assist pedestrian movement. Our study showed that evidence from cross-sectional research supported this for utility walking (which is walking
for a specific purpose e.g. travel to work, school or amenities): people walk more in places with mixed land uses, higher population densities and highly connected street layouts (Table 1). These urban forms are associated with between 25% and 100% greater likelihood of walking. There was also some evidence that the provision of facilities for pedestrians and the presence of parks or open spaces are also associated with more utility walking.

These aspects of the walking environment have also been found to be directly associated with a number of health and well-being outcomes, social interaction, community participation and social capital.

To build a fuller picture of what makes a good walking environment we also reviewed evidence from specific interventions that have been used in the last decade, in the UK and internationally, to retrofit the walking environment of existing neighbourhoods and urban centres. We looked at evaluations of interventions such as shared space, reallocation of space, public realm improvements, shared use paths, mixed priority routes, speed limits, safe routes to schools, traffic calming and mixed measures (Table 2).

Table 1. Summary of the evidence from cross-sectional studies looking at the relationship between the built environment and walking.

<table>
<thead>
<tr>
<th>Walking behaviour</th>
<th>Utility walking</th>
<th>Recreational walking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent evidence</td>
<td>Higher density</td>
<td>Pedestrian facilities</td>
</tr>
<tr>
<td>Mixed evidence</td>
<td>Parks/open space</td>
<td>Personal safety</td>
</tr>
<tr>
<td>No evidence</td>
<td>Traffic</td>
<td>Aesthetics</td>
</tr>
</tbody>
</table>

Table 1. (Below) Summary of the evidence from cross-sectional studies looking at the relationship between the built environment and walking.
Study limitations meant that it was not always possible to conclude on long-term impacts of interventions on walking levels. However, for most of the interventions there was evidence to suggest an increase in some form of walking activity (levels of pedestrian activity, footfall, numbers of children walking to school, stationary activity (dwell time) or outdoor play) (Table 2). Those interventions that aimed to improve traffic safety were also characterised by reduced vehicle flows and speed and fewer traffic collisions and casualties. The public realm improvements were linked to increased house prices and retail rental rates. Significantly, local people and users were also supportive of these schemes, reporting increased feelings of safety and satisfaction with their area.

We also reviewed a number of studies that included cost-benefit analyses of interventions in the walking environment, including mixed priority routes, sustainable travel towns and public realm improvements. These reported cost:benefits ratios of up to 37.6, suggesting that these schemes offer good value for money compared with other transport interventions. The main contributors to these high values were from benefits to health from increased physical activity and benefits to user experience (journey ambience).

This review demonstrates the importance of high quality walking environments in creating the opportunities for people to walk for transport or pleasure. Urban environments with greater population densities, a mixture of land uses, good connectivity for pedestrians and a well-maintained, good quality public realm are associated with increased levels of walking, social interaction, and health and well-being. Interventions to retrofit poor quality walking environments to create high quality public spaces, improve road safety or encourage the sharing of spaces are successful in supporting walking. These interventions are also good value for money and are liked by the users of the walking environment and local residents.

References

<table>
<thead>
<tr>
<th>Study area</th>
<th>Intervention</th>
<th>Benefits</th>
<th>Traffic Flow</th>
<th>Traffic Speed</th>
<th>Traffic Accidents or Casualties</th>
<th>Pedestrian Activity</th>
<th>Walking Levels</th>
<th>Stationary Activity or Play</th>
<th>Physical Health</th>
<th>Property Sale or Rental Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic calming, Scotland</td>
<td>Speed cushions, zebra crossings and parking bays</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↑</td>
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<td>↑</td>
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<tr>
<td>Shared space, UK and Netherlands</td>
<td>Busy streets transformed with high quality paving, seating and lighting</td>
<td>↓</td>
<td>↓</td>
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<td>↑</td>
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</tr>
<tr>
<td>Reallocation of space, US and Denmark</td>
<td>Redirection of traffic, improved walking environments</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
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<td>↓</td>
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<tr>
<td>Shared use paths, US and Australia</td>
<td>Paths provided for pedestrians and cyclists</td>
<td>↑</td>
<td>↑</td>
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<tr>
<td>Mixed priority routes, England</td>
<td>Modification of high traffic flow streets to improve streetscape</td>
<td>↓</td>
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<tr>
<td>Public realm improvements, UK</td>
<td>Remodelling of streets to improve pedestrian environment</td>
<td>↓</td>
<td>↓</td>
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</tr>
<tr>
<td>Home Zones, England and Wales</td>
<td>Residential streets designed to be places for people</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>≥</td>
<td>≥</td>
<td>↓</td>
<td>↑</td>
<td>↑</td>
<td>↑</td>
</tr>
<tr>
<td>Safe routes to school, US</td>
<td>Improvement or creation of footways or paths, traffic signals, crossings</td>
<td>↑</td>
<td>↑</td>
<td>↑</td>
<td>↑</td>
<td>↑</td>
<td>↑</td>
<td>↑</td>
<td>↑</td>
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<tr>
<td>20 mph speed limits</td>
<td>Area-wide limits or speed limit zones achieved with signage</td>
<td>↓</td>
<td>↓</td>
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</tr>
<tr>
<td>Mixed measures, England and US</td>
<td>Package of measures including 'hard' and 'soft' interventions</td>
<td>↓</td>
<td>↓</td>
<td>↓</td>
<td>↑</td>
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</table>
In April 2011 a member of staff from UWE travelled to Oradea, Romania to present two lectures and discuss the opportunities for future collaboration between the institutions. This short paper discusses the exchange experience, focusing upon the observed challenge of delivering the growth and economic transition in an ex-communist state.

In 1948 Romania became a communist state with all economic activities thereby in the hands of the state. This shift led to the industrialisation and urbanisation of the nation and, in association with this, radical changes in rural areas with many people of working age moving to the growing towns and cities. The transition for Romania from a people’s republic to a market economy orientated accession country has subsequently created a range of new social and economic legacies and challenges. These include the need to re-profile the economy away from a reliance upon the declining heavy industry
which dominated the country’s communist past. This situation is now compounded by the tough economic climate currently found across much of Europe and North America. Oradea is on the frontline of this challenge, representing a key regional centre identified to drive economic growth.

The growth of Oradea following the transition of Romania into a communist state was dramatic; in 1948 the city’s population stood at just 44,926, by 1989 the population had grown to some 229,823 people (INS 1966; INS, 1992). Today, Oradea remains the urban and economic foci in the Bihor area of Romania, but despite the area’s strong industrial past construction and industrial only make up 19 percent of the the total economical units registered in the city. The largest turnover and number of units are in the wholesale and retail sectors, with the service sector contributing the majority of the city’s economic profile. Notwithstanding this, it is of note that the industrial sector continues to be the most significant employer and although this does point to the labour intensive nature of some of the companies, it also demonstrates the ongoing importance of this sector to Oradea (Stasac and Bucur, 2010).

The least represented sector in the economy is agriculture, but there is an interesting peri-urban dynamic around the city. The surrounding villages, mainly the first ring around the city, supply Oradea city with a notably quantity of food, despite the collection and processing of agricultural products being sporadic and under-developed. Thus, the supply of fruits and vegetables and the meat and dairy food market in Oradea is still dominated by small producers from the surrounding villages. The economic base in Oradea is therefore challenging, but also one which presents potential for future diversity and growth, particularly when the locational factors of the city are considered.

Oradea serves as the bridge between south-east Europe and Central Europe, an area of cultural and spiritual connection. The status of border city, respectively the link between Romanian, Hungary and the rest of the European Union, makes Oradea a vital element in driving socio-economic development for the region. In the new context of the transition to a market economy and regional competitiveness based on local resources and local initiatives Oradea is striving to be the first domino in the chain of major cities located within the country. The ability of the planning system to facilitate and support the growth and economic transition desired in Oradea is a key factor in this strategy, particularly having regard to infrastructure delivery and economic growth (CSDD, 2006).
In Oradea the planning response to delivering the desired change is modelled around a number of key areas. Housing growth is being planned, and is emerging, on key strategic sites around the fringes of the city, supported by new road infrastructure. The position of Oradea at the border is a further focus for further road infrastructure developments, with a number of projects supporting locations identified for new logistics units in locations which are shaped around existing areas of employment. The current trend is in the establishment of industrial parks for multinational companies, envisioning the future evolution of the economic sector. Public transport is a further area of focus for the city, with new and improved tram routes and trams providing the backbone of transport strategy which seeks to support sustainable patterns of development at the city level.

The planners, politicians and investors in Oradea are working to create a model for growth which emphasises the role of Oradea as both a regional driver and a focal point on a key transport corridor, facilitating and supporting economic investment from multinational companies, encouraging tourism, providing housing for a growing population, and supporting the development of the required transport infrastructure to support this growth.

Despite the steps being taken to respond to the need to transition into an effective market-based economy, a number of observed challenges remain:

- Significant problems exist with the current housing stock, with a notable proportion of the municipal medium rise apartment buildings requiring investment.
- Efforts to improve the public transport infrastructure are limited by the available financial resources.
- Attempts to stimulate economic growth are being undermined by the wider EU economic situation.
- Demographic challenges, unemployment and social deprivation continue to pose a challenge in some areas.
- The relatively weak economic position of Romania undermines the ability of the public sector to facilitate and actively support growth.
- EU support is a vital part of the growth strategy but this funding source is under increasing pressure.
- Housing growth is undermined by a lack of strategic coordination and delivery, particularly from the perspective of development management functions and the provision of infrastructure to support new residential areas by the statutory undertakers. Areas can develop in a piecemeal fashion, sometimes giving the appearance of being a modern interpretation of the UK ‘plotland’ developments in the inter-war period.
Although there are clearly a number of challenges facing Oradea, it is an architecturally beautiful, cosmopolitan city located in a key position and with a coherent and planned strategy for growth. The nature of the evolution of the city also means that, in addition to the conventional policy approaches being pursued, other interesting opportunities exist, such as in the peri-urban area which could provide Oradea with the possibility of growth orientated around a sustainable local healthy food supply.

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Stasac, M., Bucur, L., (2010), Geo-Demographical Changes in Rural Space of Oradea Metropolitan Area, AUOG. Vol. 20, Issue 2, pp. 223-232;
Towards an inclusive design curriculum: Turkish experience of a collaborative approach

The built environment is not inclusive (Goldsmith, 1963, Imrie and Hall, 2001, Manley, 2010). Many people, such as disabled and elderly people and even parents and children are disadvantaged by this and yet designers continue to exclude people through thoughtless design that treats the need for inclusion as an add on extra to the design process or simply as the annoying need to meet regulatory codes and the requirements of equality legislation. According to Ostroff (2010) a paradigm shift in the approach to the design of buildings, streets and places is needed to ensure that inclusive principles are embedded into the design process and into the mind of the designer.

As part of the National Action Plan and Strategy for Accessibility (2010-2011), with reference to United Nations ‘Convention on the Rights of Persons with Disabilities’ (2006), the Turkish Council of Higher Education and The Prime Ministry Administration for Disabled People, recognising that the starting point for change is the education of designers, invited Anadolu University in Eskisehir to address the issue by organising a collaborative workshop in June 2011. Educators and experts from Turkey, Ireland and the UK gathered to discuss ways of driving forward curriculum change. This article discusses the collaborative approach taken to embed inclusive design into planning and design education in Turkey and reports on the progress made and the challenges encountered.

The first challenge for the Turkish conference delegates in attempting to make changes to the
curriculum was to achieve a common understanding of the intentions behind the change. This meant that it was necessary to consider definitions and the meanings of the terms in common use. For example, universal design, barrier-free design, life span design, accessible design, human-centred design, access for all and inclusive design are all terms in use to describe the intention to design in a way that is not exclusive and maximises participation. Universal design was the term originally used by Ron Mace (1985) and further developed by the Center for Universal Design at North Carolina State University in the USA. Universal design is defined as:

‘the design of all products and environments to be usable by people of all ages and abilities, to the greatest extent possible.’ (Mace, 1985)

In the UK the preferred terminology for this concept is inclusive design which is defined in a number of different ways by different bodies and commentators. A definition by Omerod and Newton (2006) defines inclusive design as:

‘a way of designing products and environments so that they are usable and appealing to everyone regardless of age, ability or circumstance, by working with users to remove barriers in the social, technical, political and economic processes underpinning buildings and design.’

The conference was planned as a first step for the integration of inclusive principles to design curriculum in Turkey. Educators and experts gathered from nearly all of the design schools. They have various backgrounds, according to their level of engagement with human centred approaches to design, or to their discipline based conventions. While some of the schools had studied and taught universal/inclusive design approaches in their programmes for years, most of the participants, as indicated in a recent inquiry, have little or no concern for universal/inclusive design and disability issues (Demir Mishchenko, et al. 2010). On the other hand, the language of official documents contains the terms disability and accessibility as common, instead of universal/inclusive design. Therefore, this early conference presented variety in the use of terminology, indicating different conceptual bases. In this situation, building a consensus on definition of the problem and meanings seemed to be one of the main difficulties.

The primary goal of the keynote presentations at the beginning was to provide a basis for participants, framing intentions behind this need for change and clarifying conceptual and terminological differences. In this first gathering, despite minor discussions, it was not expected any substantial discussion on meaning and terminology, but expected to raise questions about the issue and the situation of their programmes.

Moving towards curriculum change

Education is a recognised and important driver of change and has the potential to influence the design of products, buildings and environments. The importance of the principles of an inclusive approach to design should be adopted by governments, professional organisations, universities and academic staff with responsibility for the curriculum of designers. However, even if this came about, it would be naïve to assume that changes in the curriculum and the hoped for consequent design improvements in the world of design practice would be immediately brought into effect. Despite repeated calls for a new paradigm of design there are, according to Ostroff (2011):

only a handful of universities around the world where universal or inclusive design or design for all is even an elective within the professional curriculum.

Very few universities have attempted to embed inclusive principles into the curriculum. Where this has been done it is often related to the existence of an inclusive design champion or enthusiast who has led such an initiative. Even in cases where a champion has had some success in making changes, it is not always completely successful and may only survive the champion’s period of tenure. In other words long term change may not be sustained. A significant challenge exists to change
the status quo and embrace the universal/inclusive design principles as the appropriate paradigm for design education, but how can this be achieved?

With regard to the Eskişehir conference, it is important to consider that it was the first time that participants had faced such a broad discussion. They emphasised some difficulties related to integration of this new understanding of design. Heavy course load, resistance for change, lack of institutional support, lack of engaged academicians and research can be stated as some of these indicated difficulties.

After discipline based panel discussions, participants reached an agreement on some principles, from course level to organisational level, for achieving meaningful integration of inclusive understanding in their schools. Dissemination and sharing knowledge seem crucial for the required change in the design curriculum. Preparing a conference report and publishing it on conference website was the first step to extend the impact of discussions. And framing a conceptual base, from national and international perspectives will be the second step with the planning and publication of a post conference book.

One of the meaningful results of the conference is that nearly all of the participants agreed on establishing a platform to bring engaged design educators together, extend discussions, and share experience. Another important result is that the Council of Higher Education prepared a document, based on the conference report that suggests that universities should consider inclusive perspective in their design and planning programmes.

The conference was a valuable starting point to provide a productive base to improve discussions. On this base, the next step will be turning back to the existing design curriculum and evaluating design programmes, in terms of inclusive principles using the enthusiasm initiated by this early conference.


Reading Istanbul

Mark Cains and Jason Davies are graduates from UWE in Architecture and Planning and currently are 2nd year students of UWE’s Bachelor of Architecture course. Their BArch design studies comprise of investigations into transgressions of space and the relationship between filmic narratives and architecture. Through these design studies, the BArch field course location of Istanbul was appropriate to gain an alternative reading into the city.

Istanbul is a city where the unofficial thrives, allowing for entrepreneurship to dominate the streets, rejecting the official and banishing it to the outskirts of the city.

It took some time during our exploration of the chaotic and ad-hoc streets of the city before it became apparent that like tourists in a new city, exploring through the monotonous sight-seeing tour guides, Istanbul was about discovering something that couldn’t be found, something that had no geographical or known place. The search for something unknown encouraged new ways of seeing and experiencing a city; it might be a moment or an act that defines what you were looking for or perhaps something of surprise.

In the search of moments of transgression and the struggle to find new examples of architecture that contrast against the historical city, re-addressing
what one should look for in Istanbul, interest began to focus on the use of space and its shifting boundary’s, inevitably through transgressive moments.

Within Istanbul it is evident that there is value in the temporary and the unfinished; spaces left uninhabited, sat waiting for the inhabitant to take creative control and ownership. These spaces dominate the streets of the city and seem to be of far greater value than the spaces that have been designed for a specific use or the official.

These un-programmed acts appear randomly through and around the city, in places unknown and impossible to locate. These create a blank canvas for the metropolis’ citizens and their activities. They are also at the essence of the city’s enviable diversity (Ertas. 2010). The invasion and claiming of space is evident throughout Istanbul where spaces have been given a new meaning and use. This continuous reclaiming of space is an expression of Istanbul’s chaotic and temporal atmosphere.

The Spice Bazaar of Istanbul encapsulates the essence of the Turkish city, with its rich vibrant colours, spices and sweets, mixed with the sound of calls from stall and shop owners hustling for custom. The bazaar is fronted by a public square, and its grand entrances draw people through to the disorientating runs of markets and stalls.

The ‘Misir Carsisi’ (Spice Bazaar) encloses a tight street lined by shops and stalls. The arched structure allow for a clear hierarchy of customer to merchant relationship, merchants that are actors on the stage of the Spice Bazaar itself, reciting their scripted lines to all passers-by, attempting to convince the audience of shoppers to buy their wares.

This architecture lies between the body and the city; it is dependent on the experiences it contains. It has to consider fleeting meanings as well as solid architectural forms, movement as well as the volumes that contain them... an interpenetration of structures and life itself. (Coates. 1983)
Other actors in this scene are that of the unofficial, the mobile stalls that continually move from empty space to empty space, selling their objects unauthorised with the authorities unaware of their business at the bazaar.

Istanbul’s use of the street as a tool to live everyday life is prominent throughout other areas of the city; women scrubbing rugs and drying washing on the roadside, elderly gentlemen playing cards on the front step to their dwellings and children playing barefoot on the pavements outside of their homes. It becomes difficult to distinguish the boundary between the architecture and the city. The street has become the home.

Observations from Istanbul emphasise the importance of the city’s unique micro-systems and sub-cultures that operate in parallel to the official. A series of well organised unofficial networks distribute services for water, transportation of goods, food and the collection of waste that work outside of Istanbul’s regulated means of operation. The street and the city thus become constantly animated by an intertwining of program and system, the official and the unofficial working alongside one another creating diverse juxtapositions throughout the city.

The continually evolving behaviour in the city begins to raise questions of how the essence of Istanbul might be translated into practices within the architecture studio. Re-interpreting forms of transgression in the city can allow for a mediation, which not only accommodates these acts, but also operates through their sporadic tendencies and could lead to a new attitude towards architecture.

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Regulatory regimes in Taiwan and England and their contribution to positive place making: a comparison

Janet Askew is the Head of the Department of Planning and Architecture. During 2011 and 2012 she was a visiting professor at the National Cheng Kung University of Tainan in Taiwan, where she carried out research into regulatory regimes, assessing different approaches to managing development and the enforcement of appropriate regulations.

Dr Tzuyuan Chao is an assistant professor in the Department of Urban Planning at the National Cheng Kung University in Tainan in Taiwan, and a visiting scholar at UWE. She has carried out research into the use of advertisement regulations in Taiwan, in addition to major projects on age friendly cities in Taiwan.

How can the control and management of development contribute to positive place-making? Commencing with the premise that regulations are an important part of the creation of sustainable places, this article investigates approaches to this in two very different countries: Taiwan and England. Both are rooted in very different cultures, but in both, planning outcomes are underpinned by very similar objectives. These might be, for example, sustainability, good design, historic conservation, or economic prosperity. How do regulatory regimes contribute to this? Despite such diversity, are the outcomes similar? Furthermore, what can each country learn from the other?

In this research, the cultural and decision making context within the two planning systems was compared – in each, there is a history of more than a century of planning. In Taiwan, the first planning commission was established in 1897; in England,
the first act to deal with town planning was 1909. In both, planning is a highly politicised activity which often attracts negative opinion when controls are implemented (Chen and Shih, 2010). There is an emergent lack of trust in government (Askew, 2006); and in Taiwan, this is obvious in the attempted implementation of advertisement regulations. Enforcement is controversial, and in both, economic development is of utmost importance - lengthy planning processes are seen as delays to vital investment. However, the planning system is different: in England there is a discretionary system of controlling development, whilst in Taiwan, legally binding plans establish strict zoning within which building codes are implemented.

These approaches to planning are often considered to be opposites in the regulation of development, and are referred to as performance and conformance models, the former offering much flexibility, whilst the latter offers more certainty (Steele and Ruming, 2012). But a deeper consideration of these models of planning when applied respectively to England and Taiwan reveals that in both countries, there is a mixture of the two and that it is too rigid to suggest that only one prevails. The following table outlines the main differences between the two models:

<table>
<thead>
<tr>
<th>Performance (England)</th>
<th>Conformance (Taiwan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discretionary</td>
<td>Legally binding/zoning plan</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Considerable detail</td>
</tr>
<tr>
<td>No certainty</td>
<td>Regulatory certainty</td>
</tr>
<tr>
<td>Policy base: primary material consideration is a statutory development plan</td>
<td>Rigid, based on zoning and building codes</td>
</tr>
<tr>
<td>Decisions based on a set of criteria/performance indicators</td>
<td>Decisions have to conform to codes and zones</td>
</tr>
<tr>
<td>Not land use based (necessarily)</td>
<td>Property rights important</td>
</tr>
<tr>
<td>Decisions built up through legal cases</td>
<td>Efficiency, accountability, transparency</td>
</tr>
<tr>
<td>Regulations devised nationally/centrally(England); applied locally</td>
<td>Regulations devised locally.</td>
</tr>
<tr>
<td>The point of decision is after an application for development is made</td>
<td>The point of decision is when the zoning plan is legally accepted</td>
</tr>
</tbody>
</table>

Table 1: Performance and conformance models (adapted from Steele and Ruming, 2012).

These principles were applied to the introduction and implementation of advertisement regulations in England and Taiwan. In England, there is one set of regulations, devised centrally (nationally) for advertisements, which are complicated, in parts impenetrable and usually dealt with by experts (private and public sectors) who have specific knowledge to interpret them. Simplifying regulations is a common aim of all governments of all political persuasions (Baldwin, 2005), most recently exemplified by the current UK government in its attempts to reduce regulation. Notwithstanding these attempts, the advertisement regulations remain complex, covering size, height, material, illumination, with separate regulations for
conservation areas, listed buildings, highways, restrictions such as flags, different sorts of buildings, conditions on adverts, Secretary of State advice and so on. There is a complicated procedure for applications for permission, which relies on an understanding of deemed permission in the regulations. Remarkably, despite this minefield of regulation, advertisements are well controlled in England, although there are problems such as alongside motorways and with national retail chains, especially in conservation areas. How does this differ in Taiwan?

In Taiwan, advertisements are very much part of the landscape of cities. Advertisements proliferate in all retail areas, and although there are nationally set laws, local level regulations (or advertisement ordinances) can be devised. There is a complicated application process which can take up to six months to decision, and partly as a result of this, many adverts are erected without the necessary permissions and 90% of advertisements are illegal. Property rights also play a part in Taiwan – owners have certain rights which they exercise, and they resent having to seek permission. In Taipei, the city government drew up a scheme in which incentives were offered to eleven projects at a cost of 20 million (NTD) to rationalise advertisements, to improve their aesthetics, especially in historic quarters. The first project (1990) in Di-Hua Street used the funds to pay for a uniform display of adverts which were in keeping with and did not obliterate the historic buildings. This created a successful new environment, although over time, it might be that these efforts are eroded as newer adverts creep back. The main issue in Taiwan is enforcement, where it is very difficult to achieve (Chen and Shih, 2010).

Objectives are similar in both countries, but outcomes are very different. The next stage of the research will look further into the three likely reasons for this difference. The first is culture – advertisements form part of the culture of cityscape in Asian cities, representing economic prosperity, as well as contributing to the overall appearance of streets, with an acceptance by the local population. Enforcement is not respected in Taiwan, and politicians are reluctant to enforce, whereas in England enforcement leads to relative success in removing and regulating illegal development. The third reason might be related to property rights, which play an important role in Taiwanese cities, but less so in England, where development rights have been nationalised since 1947. Rights of the individual might assume greater importance in Taiwan where the public interest is not emphasised in the way it is in England. In examining these complex regulations, it might be concluded that the performance versus conformance model of planning might not be as clearcut as suggested in some of the literature. Certainty or flexibility cannot be dismissed as the preserve of one system over another – each offers a mixture of the two, and further research will examine this in relation to Taiwan and England.

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1 See for example, the Conservative Party’s (2009) document ‘Regulation in the post-bureacratic age: how to get rid of red tape and reform quangos’ and their policies on the ‘red tape challenge’ which advocate a policy for new regulations of ‘one-in, one-out’.


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From culture shock to the road to success: the international student perspective

Culture shock is the emotional and physical experience generated by entering a new culture, country or environment (Pederson, 1995). All students who enter any university away from home will probably experience some degree of culture shock. To the newcomer it appears that everyone else understands the workings of the organisation, is good at way-finding, can interpret websites, bus timetables and other information as well as coming to terms with new academic challenges. Home students, comforted by the familiarity of cultural mores, usually recover quickly from culture shock, but international students might not have the comfort of cultural associations and the familiar signs and symbols that govern behaviour. Culture shock in varying degrees of intensity and duration may be the outcome of the new experience.

The desirable outcome of studying abroad is that the experience not only provides enhanced

Sandra Manley and Nam Nguyen

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knowledge and skills, but also leads to exhilaration and excitement in learning and a stronger sense of personal independence and worth. In reflecting on his studies at UWE Nam Nguyen described this feeling by saying:

“My spirit is quite free because I found the key for my life.”

However, this sense of freedom and personal achievement may be preceded by feelings about living away from home. The university provides many services for international students, such as induction, language development, and accommodation. There are meet and greet services for new arrivals, and websites aimed at different countries. This article will look at ways in which the Department of Planning and Architecture works to ensure that every international student will recover quickly from culture shock and move on to experience a liberating sense of exhilaration and the joy of learning.

The W-Curve

It is widely agreed (Barker, 1990, Fishel, 2008, UK Council for International Student Affairs, 2012) that the process of culture shock involves a series of stages. Figure 1 suggests five stages for the time that the student is studying in the UK. Barker’s W shaped curve (Barker, 1990) identifies the first stage of experience abroad as the ‘honeymoon period’ when everything new experienced seems exciting and exhilarating. This soon changes when the initial glow of enthusiasm is lost. In this phase, as Figure 1 indicates, the new experience can be negative. For example, understanding the English language can be very demanding for international students – there may be new technical terms that are unfamiliar and the student may feel like Nam Nguyen and say:

“I passed the latest UWE English test for Vietnamese students before I left home, but on the first day, I could not understand what people were discussing.”
Cultural misunderstanding can also be problematic. Nam Nguyen describes how difficult he found the informality of the relationships between academic tutors and students. Initially he felt that this behaviour was discourteous and rude.

“Vietnamese students must show their respect toward their teachers when teachers come into their class. Students are usually shy and they seldom ask their tutor about matters they find confusing. The tutor at UWE sometimes sits on a table and presents his/her ideas and students and their tutor sit together and discuss about a lecture naturally at the UWE. If any students cannot understand a part of lecture, he or she can ask a tutor immediately.”

The second stage of culture shock, referred to here as ‘distress’ is of variable length and depth. Next students may enter a phase of re-integration with their own culture (Stage 3, Figure 1) and during this stage, British people may seem unfriendly, as one Nigerian student interviewed as preparation for this article commented:

“I say hello and smile and hope that this will lead to friendships, but nobody responds.”

In a video of a session for international students at Colombia State University, Fishel vividly describes his experience of re-integration with his own culture when he left Israel to study in the USA (Fishel, 2008). He summed this up by saying “I hate Americans.” This comment resulted in applause and laughter from the gathering of international students, so it must have struck a chord of familiarity. Fishel goes on to explain that this low point in the W curve is actually a sign of progress, because the individual is beginning to understand the differences between his own culture and those of the host nation. Reintegrating with his or her culture is in fact the beginning of recovery.

This gradual process eventually leads to Stage 4, autonomy and finally independence (Stage 5). At this point, the student is beginning to understand and value differences. Nam Nguyen, for example, gradually came to the view that the UK style of teaching was a good thing, but it took time. It is interesting to note that UK universities tend to outperform the competitor universities when it comes to the assessment by international students of the quality of relationships with staff, (Archer et al, 2011) but to start with, these relationships may seem quite alien. For example, Nam Nguyen summed up the expectations of British tutors by commenting:

English tutors want their students to find knowledge by themselves and develop their ideas. Students must research textbooks, journals and other literature before they apply it to their final projects. Tutors will not tell the students things to learn. This was very strange for an international student coming from Asian culture. I was quite shocked.

However, later Nam Nguyen recognises the value of this approach and the impact it has had on his current role as a project manager in Ho Chi Minh City, where he uses the techniques of research and investigation to find out for himself the best way of approaching a project. The issues that seemed wholly negative at an earlier stage gradually become positive benefits.

The emergence of the student into the stage of autonomy and finally independence is an important landmark because now the student is ready to benefit from the international experience. The services at UWE, combined with the high quality of teaching in the departments, have led to high levels of student satisfaction. The International Student Barometer, an independent benchmarking and research service that delivers comparative insights into the education sector, shows high levels of satisfaction (International Student Barometer, 2011) at UWE. In 2011, 100% of students who responded to the survey recorded overall learning satisfaction and 100% were satisfied with the quality of lectures, expertise of lecturers, learning support and the virtual learning environment, and this was verified in the interviews carried out for this article.
Moving towards autonomy and independence

According to the UK Higher Education International Unit (Archer et al, 2010) the quality of the academic experience is the thing that matters most to international students. Early experiences of culture shock fade into insignificance if the academic experience is sound and if studying aboard enhances job opportunities, status and life chances on return to the home country. In interviews and discussions, students expressed overall satisfaction with their experience. UWE also performs well in preparing students for employment, partly through the university’s close links with industry and practice. This is almost certainly associated with the fact that since the original international exchanges of the late 1980s the Department of Planning and Architecture has valued the cultural diversity that international students bring to the academic community.

To maintain this good performance, it is important to continue to improve and develop a strategy for the enhancement of international student experience. This article represents a starting point for further discussions that will ensure that the high quality experiences that international students have enjoyed in the department will continue to grow and strengthen. There is no doubt that the two-way flow of knowledge and experience between UWE and international students benefits everyone.

References


International Student Barometer, 2011


Heritage in Hong Kong - city with/without history

Hester Au Yeung is a student on the Bachelor of Architecture programme at UWE. Coming from Hong Kong, she wanted to study in Bristol to compare different approaches to architecture and design process, acknowledging the differences between English cities and her home environment.

The difference between historic English cities and Hong Kong could not be greater. Bath, a world heritage site, is carefully conserved to maintain that prized status; Bristol, too, manages its built environment to create a rich balance between old and new. Such cities raise questions for the visiting architect about the way in which historic quarters and individual buildings are preserved in Hong Kong. Such places are seldom seen and, even when found, they tend to be surrounded by modern high-rise structures. However, there is currently much discussion about historic building preservation in the city, partly prompted by the attempted demolition of two important residences: King Yin Lei and Ho Tung Gardens.

King Yin Lei

King Yin Lei is a traditional courtyard house built in the 1930s by Chinese merchant and philanthropist Mr Shum Yat-chor and Mrs Shum Li Po-lun in an
area called the Peak, a premium residential area of primarily wealthy foreigners at that time. The house represents the rising wealth of Chinese people. It is a sophisticated blend of Chinese and western elements, such as a reinforced concrete structure (while traditional Chinese buildings rely on brick and wooden framework systems) with Chinese decorative patterns, illustrating the moment when a Chinese style began to adopt a more international design language. King Yin Lei, therefore, is regarded as something of a gem of Hong Kong architecture (figures 2–5).

Unfortunately the building was not protected by any conservation legislation and the owner of King Yin Lei began demolishing the house in September 2007. This prompted the Hong Kong government to declare it a temporary monument. Any further destruction of the building was prohibited, although for some elements of the building it was already too late. Although the main building structure was not damaged, all the window frames, door frames and roof tiles in King Yin Lei by that time were reported broken (figures 6–8). Broken pieces were retained, but even so, only 80% of the damage could be reversed. The person in charge of the repair project, Professor Tang Guo Hua from School of Architecture and Urban Planning in Guangzhou University, admitted that the repairs could not guarantee coherence with the existing building since many of the traditional construction techniques had vanished.

This chain of events raises a number of questions: should the landlord or the government be held responsible for the situation? Many people blamed a flaw in the heritage policy – if the building had been a declared monument early enough, then any alteration could have been restricted. However, it is also unavoidable that land owners in Hong Kong have property rights and they will take action to protect their own interests, especially in a city where land is of extraordinarily high value. The main question is: respect for private property or public heritage conservation - which should take priority?
In the case of King Yin Lei, the government and the landlord eventually came to an agreement, involving a land swap. The swapped land is next to King Yin Lei with approximately the same plot size and site condition, offered as compensation for the loss of the King Yin Lei building. Luckily, the case of King Yin Lei had a happy ending; the government retained the heritage building while the landlord did not lose the value of the site. However, the same solution may not be applicable to all situations.

Ho Tung Gardens

Ho Tung Gardens, situated at 75 Peak Road, is a mansion built in 1927. Similar to King Yin Lei, Ho Tung Gardens is one of the very few villas on the Peak that was built by a Chinese homeowner, Sir Robert Ho Tung. In 2010, Ms Ho Min-Kwan, the granddaughter of Ho Tung and the current site owner, planned to demolish the main house and replace it with 10 smaller ones.

Learning from King Yin Lei, the government again proposed the land-swap offer to the landlord but Ms Ho rejected it. She argued that she loved living on this particular piece of land where she had lived since the age of 18 (she is now over 70). However, it is not easy for her to maintain such a large property, hence her proposal to redevelop the site and live in one of the new smaller homes. Nonetheless, as Ho Tung Gardens may be categorized as a listed building, the Hong Kong Government may take control of the whole property, in which case she would be forced to move.

Again, this case raises a number of questions about heritage conservation in a rapidly developing city like Hong Kong. One issue relates to the declaration by the government to list a building (without consultation or permission from the owner) to prevent it from being demolished or altered. Where historic conservation is not the norm, some might suggest that this robs a private owner of the right to develop their own land. Who should make the final judgement in relation to a building’s preservation: the government, the landlord, or the public?
In England the importance of historic conservation was recognised in the 1960s, when policies were established to manage historic areas, although English Heritage recognises that conditions shift over time:

“Different people and communities may attach different weight to the same heritage values of a place at the same time. Experience shows that judgements about heritage values, especially those related to the recent past, tend to grow in strength and complexity over time, as people’s perceptions of a place evolve. It is therefore necessary to consider whether a place might be so valued in the future that it should be protected now.”

The significance of heritage conservation is considerable. It provides the next generation with an opportunity to understand the past. It is important that heritage conservation is taken seriously as a city develops because not only is the building preserved, but also the history and stories behind it. This is certainly true of the examples in Hong Kong, where the stories behind the two mansions act as a snapshot of the social and economic development of a global city.

References

Architectural representation: the communication of building and drawing

1. Reconciliation

It is often recognised that the success of architecture depends not only on the work being an appropriate response to a particular situation, but also on its ability to connect this situation with the wider relations of a universal whole. In an essay entitled Educational Journeys (1995), Álvaro Siza specifically acknowledges this unique duality of architecture when he notes that: "each design constitutes a mediation between general and individual interests, (and) requires an overall idea and detailed approximation at the same time".

Later in the same essay, Siza defines the architect’s role as being ‘the pursuit of the sublime’. The implication here is that the practice of architecture is made necessary by a fundamental ‘desire’ for the sublime, inherent within the human condition. Siza does not elaborate on this notion of the sublime, but his preceding description of architecture...
as a mediation between general and individual interests suggests that it may refer to this dual condition. This interpretation corresponds with the original association of the word with thresholds or boundaries, as well as the later romanticist conception of the sublime as an individual sense of awe in the face of great magnitude. With this reading, architecture’s ‘pursuit of the sublime’ can be seen as a search for reconciliation between the realms of the particular and the universal.

2. Representation

Siza’s definition of architecture as a necessary response to a human desire for reconciliation corresponds with Dalibor Vesely’s account of representation. Vesely has shown how representation is the means by which our finite human situation is able to establish relations with a more universal condition. In this way the role of representation is understood as critical for allowing access to the world as it exists beyond the immediate. According to Vesely, representation is the necessary structure that mediates between the particular and the universal.

The notion of representation as mediation is developed further when Vesely describes this phenomena as primary communication. Representation connects a particular situation with a wider context of meaning through the communication of a shared understanding. By emphasising representation’s communicative role, Vesely discredits the idea of representation as an imitative version of a more authentic reality. For Vesely, the mediatory role of representation is not simply to stand in for what is actually or potentially real, but rather to allow reality to communicate itself as such. Representation stands as the structural medium that permits an understanding of reality as a whole from the context of a particular situation. Following this account, Siza’s reference to the mediatory role of architecture can be seen as a recognition of architecture’s primary role as essential communication.

3. Building

Siza’s Church of S. Maria (1996) exemplifies architecture’s capacity to establish itself as a communicative structure that mediates between individual and universal concerns. For this project, the immediate concerns relating to the site were notably the steep uneven terrain and the proximity of a busy road. These contextual challenges are skilfully negotiated by Siza with a single architectural
move. From the higher ground of the site, the topography is levelled over the existing slope to create a new ground for the church building. The new ground is constructed as a flat paved surface that stretches out from the surrounding terrain to form a rectangular podium. With this simple gesture, the architecture overcomes the uneven ground and places a suitable distance between the new church and the adjacent road.

The considered placement of the podium appropriately resolves the immediate concerns of the site. But it is only when the architecture departs from these particularities that it is able to connect with a wider domain of meaning. Siza enacts this departure when he articulates the construction of the podium as a hierarchy of levels. A mortuary chapel and a small courtyard garden are concealed within the granite enclosure of the podium. Vertical connections are made between this subterranean world and the light airy volume of the church above. The walls of the church are mute planes of white render, forming a distinct contrast between this volume and the heavy grey mass of the podium base. The contrast between these two structures evokes the wider reciprocal dialogue between earth and sky. By communicating this primary duality, a universal aspect of our human situation is revealed. The simple placement of these architectural elements show how Siza’s specific engagement with the site allows the architecture to communicate a wider understanding of the church as a place of sublime reconciliation.

4. Drawing

In keeping with the commonly held view of representation as an imitative version of reality, the architectural drawing is often regarded as a replication intended to stand in for the ‘real’ architectural object. Vesely’s account of representation as essential communication overturns this misconception by establishing both the drawing and the building equally as authentic instances of architectural representation.

The shared authenticity of drawing and building is evident in Siza’s distinctive sketches, where there is often a clear continuity between these working drawings and the completed building. The open fluidity of Siza’s sketches show how the representational act of drawing is not intended to simply capture a certain reality, but rather to generate and reveal the latent possibilities of each project. The architecture is allowed to develop through an exploratory dialogue of looking and drawing. Siza’s description of this process suggests a gradual transition between the drawing and the building: “I do a lot of drawings ... they are drawings that deal with the way things flow until they become architecture.” The possibilities revealed through drawing are transformed into inhabitable space, thereby giving the drawn work a direct continuity with the building itself. This continuity is bound by a specific architectural intent, where reconciliation is sought between particular and universal concerns. The shared intent between the drawing and the building confirms these apparently separate activities as a continual form of architectural representational. As representation, the role of architecture can be properly understood as primary communication.

References


Deep mapping and the spirit of place

Ian Parkes is an architect and a visiting lecturer in the Department of Planning and Architecture at UWE, where he is enrolled on the MA Architecture programme. His MA project is an investigation into how memory and personal narratives become locally embedded, and how their traces might be articulated through art practice to gain a greater understanding of the spirit of a place.

‘...the deep map attempts to record and represent the grain and patina of place through juxtapositions and interpenetrations of the historical and the contemporary, the political and the poetic, the discursive and the sensual; the conflation of oral testimony, anthology, memoir, biography, natural history and everything you might ever want to say about a place...’

Pearson and Shanks, Performance/Archaeology 2001

In PrairyErth: (a deep map), William Least Heat-Moon begins an exploration of Chase County, Kansas. This expanse of tall grass prairie, bounded by the clean, simple geometries afforded to truly empty spaces, is on the surface notable only by its absence of interest; a sparsely populated 778 square mile void at the geographic heart of America. From this unassuming starting point, Heat-Moon immerses the reader in an exhaustive examination of the geographic space, natural history, social and cultural heritage, and human storytelling that coalesce as the spirit of a place. The depth of the PrairyErth map comes from its evocation of the shifting layers of social, cultural and personal narratives that become tied to a place over countless lifetimes. It does not limit itself to objectively documenting the form of the land in the manner of a conventional ‘horizontal’ map, but attempts to reveal the little histories of the county and its people to the reader, offering a partial, emotional evocation of place.

Heat-Moon builds a picture of the county through the personal stories and shared memories...
irrevocably tied to the land, from its indigenous Native American population, through the westbound migration of European settlers and the arrival of immigrant railway workers to its contemporary residents. From the cold authority of the geological survey maps, with which he divides the county into grids to frame his more meandering explorations, he tells these stories through much less conventional mapping techniques, including stream of consciousness descriptions of chance encounters, the retracing of a partly remembered Native American hunting trail and seeking out intimately personal hand drawn maps detailing where, when and how lives have been lived within the county. Each of these retold memories draws out aspects of the spirit of the county and its people and evokes in the reader a greater sense of place than might be sought from traditional, horizontal cartography.

Deep mapping is now accepted to operate across disciplinary boundaries and through any number of media. While the movement was born of an established literary cannon, arguably dating back to Thoreau’s Walden and his reflections on the quotidian rituals of rural Concord, its proponents have since adopted techniques including photography and montage, sculptural intervention and the performing arts as methods of recording, interpreting and articulating narratives both past and present, personal, partial (in all senses), permitted or proscribed. While conventional cartography limits itself in what may be depicted in its pursuit of legible systems of rigid uniformity, McLucas states that “Deep maps will only be achieved by the articulation of a variety of media - they will be genuinely multimedia, not as an aesthetic gesture or affectation, but as a practical necessity.” For the work to thoroughly, immersively communicate the multiple interwoven narratives that develop a sense of place, detached two dimensional depiction is not enough. As Gregor-Guider (2005) notes, “obsession with pin-point accuracy and functional utilitarianism (to the exclusion of all other qualities) has arguably deprived maps of their talismanic ability to evoke the hidden mysteries of place.”

Place in this understanding is summed up in the Quebec Declaration on the Preservation of the Spirit of a Place, as a product of both “the tangible (buildings, sites, landscapes, routes, objects) and the intangible elements (memories, narratives, written documents, rituals, festivals, traditional knowledge, values, textures, colors, odors etc.), that is to say the physical and the spiritual elements that give meaning, value, emotion and mystery to place” (ICOMOS, 2008). The declaration goes on to highlight the multifaceted nature of place, being “constructed by various social actors, its architects and managers as well as its users, who all contribute actively and concurrently to giving it meaning. Considered as a relational concept, the spirit of place takes on a plural and dynamic character, capable of possessing multiple meanings and singularities, of changing through time, and belonging to different groups” (ibid). McLucas’ further assertion that “deep maps will bring together the amateur and the professional, the artist and the scientist, the official and the unofficial, the national and the local” reflects this “palimpsestic” nature of place. Only by drawing together the perspectives of a multitude of stakeholders, and not simply privileging authority, is the deep map is able to depict a wider reflection of the spirit of a place. As Barthes states, “...it is not so important to multiply the surveys or the functional studies of the city, but to multiply the readings of the city...” (1967).

Deep mapping proposes an attitude of drawing out, interpreting and communicating both the tangible and intangible qualities that combine as the spirit of a place. In exploring the interwoven and overlain fragments of stories and memories, both remembered and forgotten, we may gain a greater insight into the conversation between people and place. In embracing the personal and partial, in addition to the traditional horizontal cartographies of space, the deep map gains a richness of insight into a location and its history which can only be communicated through a diverse array of media. The deep map is not an end in itself but merely a fragment of the ongoing dialogue between occupant and place, as McLucas affirms that a deep map “will be unstable, fragile and temporary. They will be a conversation and not a statement.”
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Synthesizing informal cities

Abstract

Informal cities are BIG and increasingly this gigantism is conceived as relevant and important to the formal city. Globally, the informal city houses one third of the world’s urban population. They are often perceived as unhygienic, insanitary, dangerous, lawless and hopeless; chaotic, temporary, unstable and fluxive. Yet informal cities are also popular with many of their residents and seen by some as paragons of community governance, DIY-culture, eco-friendly recycling and low-carbon sustainable lifestyles. Informal cities are paradoxical in that they are all of these things simultaneously. The formal city has much to learn from the informal; research at UWE’s architecture research group is beginning to explore how a hybrid of informal/informal might be synthesised to create desirable, liveable, healthy cities.

Louis Rice is an architect and senior lecturer involved in the M Arch course and programme leader for the MA in urban design. His theoretical work specialises in design research at the intersection between architecture and urbanism.
Introduction

Informal cities are consuming the world; one billion people are already classed as informal city dwellers (Neuwirth, 2005) and according to the UN (2007) a million additional people are affixed to informal cities every week. The informal city will be the location for the majority of future migrants (UN, 2009). Defined by the United Nations (2001:111-112) as “land to which the occupants have no legal claim, or which they occupy illegally” informal cities have outperformed the formal cities in their ability to construct at a far more rapid pace, reflecting the demands and needs of their inhabitants more effectively: despite all the squalor, they are arguably the most effective habitat for mankind [sic]. The sprawling, informal and shadow cities of the developing world will be the Promethean model of urbanism we must look to for this millennium. The informal city will be the 21st Century city par excellence: it is utopian – always present, everywhere, always the same, and yet simultaneously nowhere. The informal city is also emerging as the distribution centre for developing economies: The world economy is now fuelled by the informal: India and Brazil’s emergence as the worlds fourth and fifth largest economies (CEBR, 2010) have been enabled by the massive growth of slum cites. The informal city cannot be ignored; its presence forces itself into the consciousness of the formal city (Foucault, 1977). In the unpaved streets, the shanty towns, the ramshackle huts and the waste-strewn landscapes there is to be uncovered “a mountain range of evidence without a manifesto” (Koolhaas 1994:9) that is researched for the same reason given by Mallory on his conquest of Everest “because it’s there”.

Research on informal cities generally comes to two conclusions: informal cities are 1) the problem or 2) they are the solution. With exactly the same data two entirely oppositional sets of results are produced. This paradox lies at the heart of informal cities themselves: they appear to be both problem and solution simultaneously (Latour, 1991). Informal cities act as double-agents and agent-provocateur. For the protagonists: informal cities are considered to be excellent for a number of reasons: environmentally, socially, and economically. Informal cities are good environmentally (when seen form a global perspective) as they have such small carbon footprints: made from ‘local’ recycled materials, the cities are walkable, mixed-use areas of housing and employment, which use a fraction of the electricity of formal cities and contain barely any private cars (H.R.H Prince Charles et al, 2010; Peritore,1999). They are centres of economic innovation and ingenuity – finding solutions to the complex and pressing issues of rapid globalisation and effective population control (Neuwirth, 2005). Informal cities are examples of sustainable and self-organising communities and provide a lexicon with which to translate formal cities (Brand, 2010). Antagonists towards informal cities point out their many undesirable qualities. Informal cities are often described as lawless locations too dangerous to visit, controlled by dangerous drug gangs (Mowforth & Munt, 2008). The absence of sanitation, security and health infrastructure generates appalling conditions for inhabitants. The informal city produces a phenomenal amount of waste but without the sanitation infrastructure of formal cities (Davis, 2006). Informal cities, along with being physically created out of waste are often located on those sites considered “hazardous locations”: unstable sites, floodbelts, subsiding land etc (UN, 2003:19). Contaminated sites, dumps and places of pollution that are considered uninhabitable by the residents of the formal city add to the informal city archipelago (Koolhaas & van der Haak, 2003).

Informal cities are broadly undesirable for hygiene, sanitation and physical health determinants. Yet formal cities are increasingly criticised for being detrimental to mental health: isolation, depression and mental illness are emerging as key health problems (Otgaar et al, 2011). The formal city itself is the cause of multiple health issues; the DNA of modern suburbia and contemporary lifestyles, it is argued, are programmed to make people sick as a consequence of obesogenic environments, isolation and alienation (Frank et al, 2006). The effect of this mental illness (and related physical illness) is now emerging as the primary economic cost to public health services – not to mention the
emotional and psychological ‘costs’ to the people affected by illness. Whilst formal cities might be unsustainable and unhealthy across a range of indicators; alternatives formal city designs are hard to find. Informal cities provide multiple examples of alternative lifestyles and urbanism. The structure, typology and organisation of informal cities are often conceived as opposite to the formal city. Instead of central-planning there is uncontrolled accretion; in lieu of top-down government, there is a dispersed network of self-governance. Organic growth replaces strategic planning; small open systems replace fixed mega-structures. Yet this is in many ways an oversimplification of the problem; there are examples of both modes of organization in formal and informal cities (Law, 2004). Indeed the central definition of informal cities rests on a legal status – one that is increasingly contested, blurred, transgressed and/or redefined.

Once the legal definition of informality is removed – then what are the material and semiotic aspects that define or constitute these successful cities? Emergent research (particularly using design research methods) carried out in the Architecture Research Group at UWE is beginning to explore and develop ways in which a synthesised informal/formal/other hybrid might operate (Deleuze and Guattari, 1988). One stream of research explores the creation of a heterogeneous matrix of: informal|formalised-informal|informalised-formal|formal; a condition which is already emerging in cities such as Istanbul. An alternative design research approach embraces new technologies to explore the potential of the future of informal cities. Digital, mobile technologies and pervasive systems are evolving across informal cities that simultaneously change both technology and urbanism (Castells, 1989). For example, ‘triple-SIM’ phones have been developed in Africa and Asia in advance of Europe and America; in this example the hyper-modern technologies of mobile phones have been bastardised by local techniques and illicit demand - this was only possible outside of the rigid legal infrastructures of the Global North. Triple-SIM technology has become an ‘urban design’ tool - precisely because it changes the way cities work, how people move through, use and populate cities. Another design research strand is ‘genetically modified urbanism’ (GMU) which uses genetically-modified organisms and genetic engineering on an urban scale. This is a (ethically ambiguous) technology in its infancy that is beginning to create ways in which existing urban areas can become, for example, more environmentally friendly, produce locally available edible foodstuff; absorb climate change gases, filter air quality etc. One case study is focused on the use of genetically modified algae to resolve the human waste issue: GMalgae™ ‘eats’ the waste and then ‘excretes’ clean water, edible organic matter and harvestable energy. In this way GM bio-technology produces the possibility of an entirely new form of urbanism where traditional sanitation issues are made irrelevant, enabling flexible, cheap, ‘infrastructure-less’ cities Profit will be made from that which was previously discarded and as ‘waste’ is the main product of informal cities at present: informal cities could source one billion producers of clean water, new food and energy sources. These inchoate explorations at the forefront of design research, (genetically-modified organisms, pervasive cyborg-systems, bio-engineering) create an emancipatory archipelago for blending, aggregating, degenerating, appropriating and imagineering innovative forms of formal/informal urbanism that depart from any/all existing conditions to produce (desirable) synthetic urbanism.

References


Kirsty Pesticcio, 
Bachelor of Architecture (Part 2)

Transitional States

The Spitalfields film school is designed to work as a creation of layers – solid, veiled or superimposed. They develop a voyeuristic and inspiring discovery of scenes through cinematic transitions (dissolve – cut – focus). The building veil is considered as a superimposition that dissolves away from the building into an urban canopy, engulfing and blurring the boundary between public and private.
Hannah Ransome, Bachelor of Architecture (Part 2)

The Ma’afa | Bristol Slavery Museum

A museum and resource archive at the heart of Bristol’s former commercial centre, which acts to memorialise and provide engagement with the city’s historical links to the transatlantic slave trade. The scheme seeks to provide both an educational and experiential journey, exploring key issues surrounding slavery through distinct architectural approaches to site, spatial configuration and user control.
Louise Thust,
Bachelor of Architecture (Part 2)

Assisted Fertility Centre

The assisted fertility centre is located in Bristol city centre, to the west of Castle Park. The ground floor of the centre, which acts as a cafe and health spa, can benefit from use by the general public, providing financial viability and breaking down the threshold of entering an essentially clinical institution. The project seeks to challenge the boundaries between science and nature, the natural and the artificial, by providing a centre that combines technical excellence with patient comfort.
Film immerses the viewer into a world presented as reality. Immersion is mentally absorbing; and it is a process, a change, a passage from one mental state to another. The East London International Film School celebrates this passing into filmic space, distorting the user’s reality and connections to the outside world.
This ‘hands-on’ research experimented with producing tactile enjoyment and sensual qualities in place of visual hegemony. Research, design and casting were used to achieve physical iterations for haptic reading.
Jen Mcarthur,
Bachelor of Architecture (Part 2)

Steve Terry,
Bachelor of Architecture (Part 2)
On a site cut through by a railway line and two river channels, the school sits raised above the flood level on a new route connecting two halves of Salisbury. The school is designed to provide people with the skills and knowledge to build what they want and take full advantage of the abolition of planning controls on the rest of the site.

Andy Casey, BA Architecture & Planning

The School of Anarchic Construction
Set between a river, railway arches and a main road, the site acts as a backbone for rethreading the community of Stroud. The art and environmental design school creates extensions and projections of human thought; teaching and adapting through a system of feedback loops to enable the community to grow in a sustainable way.

Anwen Regan, BA Architecture & Environmental Engineering

Flesh of the world
Exploring Richard Hamilton’s diagrammar

The idea of ‘the project’ is central to the design studio and perhaps the one invariable in studio pedagogy. In designing a studio project one defines the problem-solving activity by which design is learnt and sets up a time-specific relationship between ideas, students, tutors, workspace, skills and materials. A similar project repeated later will set up different relationships with unforeseen education benefits, or perhaps failures. For the design studio, that there is a project is a given; what it will be is subject to the shifting dynamics of culture and contingency and it will never be the same thing twice. This leads one to ask if a well-known project from another time can be repeated - and what can be learnt from an attempted revival?. Option 8 made a project about other people’s projects with these questions in mind.

The projects of the ‘basic foundation courses’ developed in the 1950s and 1960s at Leeds College
of Art and the Department of Fine Art, King’s College Newcastle are lost. Some records remain – a contemporary exhibition catalogue (Pasmore et al. 1959) and a retrospective review, itself now aged (Thistlewood, 1981). The pedagogy developed from these projects became known as ‘Basic Design teaching’ and the Coldstream Committee Report of 1961 institutionalised these ideas as the orthodoxy for British arts foundation teaching. However, the originators of the pedagogy resisted the term ‘Basic Design’ and were uncomfortable with its adoption by the establishment (Yeomans 1988). Writing in 1961 one of these originators, Richard Hamilton, described the aims of his teaching as being to develop students’ ability to analyse action already taken, to make deductions about a future course of action and to draw conclusions from the final product which projects a further set of self-directed acts.’ (quoted by Yeomans 1988, p. 158). This intellectual framework of empirical experiment remains familiar to contemporary teachers of design, while the projects that formulated Basic Design have faded into history.

Option 8 was an opportunity for a small group of students and a tutor to investigate this pedagogy, more specifically through Richard Hamilton’s idea of ‘diagrammar’. Neither learners nor teacher had a clear understanding of this notion and Option 8 was framed as an open and collaborative exploration of this pedagogy as it had been defined by Hamilton: The student is prompted to think of his work as diagrams of thought process – equipment which will enable him to derive further conclusions. Artistic personality or manipulative charm is coincidental to the result. (Hamilton 1959, p.19)

No contemporary briefs for Hamilton’s studio projects were found. Instead, three projects were developed in response to this philosophy. These were undertaken in a sequence that moved from linear abstraction, into two-dimensional investigations and then a translation from two to three dimensional forms. Firstly, a problem of ‘straight lines’ was studied, following a project designed by Christopher Brown (2008). Using only black vine charcoal, the students were asked to draw a prescribed grid devoid of personal expression and then personalise this grid with a self-defined system of mark-making. This first exercise opened up a discussion of the nature and control of self-expression in creative work. Secondly, a series of graphic experiments were undertaken that began with a black square split into four strips that were to be manipulated into a series of clear graphic forms where composition and aesthetics should be submitted to recognition of the strips’ shape (Maier 1977, 42-72). The analysis and ordering of these experiments allowed the student to understand the discipline of forming an internal design logic as part of a project’s development. The final project began with a two-dimensional measured drawing of a chair that was deconstructed and re-formed as a sculptural assembly in accordance with each student’s individual operative rules.

As the project progressed students were invited to write reflections on their work, some of which are produced below. Within these comments there was a realisation of the potential complexity within seemingly simplistic tasks:

Student C: Rule development, tearing, variations, operation, differentiation, similarities, connections, progressive, spacing, axis, interconnection, values.

Student H: Session 2: creating and organising our strip squares was intense. I haven’t been this tired after a studio day in a while!
There was a developing consciousness of design as an endless exploration:

Student G: Spontaneous but structured research. Shows nothing is ever fully developed. If you want to, you can always make an iteration, then another evolution.

Student P: The project thus far has forced me to examine the process and laws of the design process. It has forced me to look at why I am making the decisions I am.

And a realisation that developing an understanding of the internal logic of design brings with it confidence to defend the design decision-making process itself:

Y: ..., it was my rule and I can take this confidence into my studio work.

In subsequent discussion, Option 8 agreed that using ‘diagrammar’ to explore the essentials of design thinking could benefit their future architectural work:

E: Thought process: experiment... refine... order... complete. The building blocks of architecture.

* Options Projects run towards the end of every autumn term. They comprise short, two or three wee, projects for 2nd and 3rd year students on architecture-related programmes. In 2011 students were presented with nine unit options; James Burch led Option 8, “the diagrammar”. Participating students were: Helen Braine, Sherrise Browne, Lewis Callen, Matthew Cauchois, Alexander Chugg, Emily Clowes, Tom Eddington, Joe Ewens, James Hegarty, Christopher Hill, John Holdich, Alec Litchfield, Panayiotis Orphanos, Matthew Park, Xander Roden, Khaled Shakshuki, Benjamin Williams and Sophia Wing.

References


Healthy architecture: the role of public health in building design

Public health is about helping people to stay healthy and avoid getting ill (Department of Health, 2012). It is wide ranging and focuses on preventing ill health at individual and population levels (e.g. via stop smoking services or screening programmes), protecting health (e.g. through immunisation or the surveillance of infectious diseases) and health promotion. People working in public health also contribute to defining, planning and commissioning services to ensure they meet the needs of the populations they serve.

The practice of public health, along with the NHS, is currently going through substantial change as a result of the proposed Health and Social Care Bill. Continuing to deliver the key outcomes of increasing life expectancy and quality of life, and reducing health inequalities between people and communities (Department of Health, 2012), depends on collaborative working, and tackling the

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breadth of influences that determine someone’s health.

The built environment can affect both physical and mental health. There is extensive work in the Department of Planning and Architecture to engage students in making the links between health, sustainable development, architecture and planning, and to include health in a range of curricula. Taking this approach as a core element, the ‘Public Health Practitioner in Residence’ programme has been developed to infuse public health understanding across the planning and architecture studios as a way of developing new thinking in future architects and planners.

Part of this is to influence the planning and design of buildings themselves (Evans, Mitchell McCoy 2003). Much research has been done on the architecture of healthcare but there is growing interest in the architecture of health – how the design, layout, ambience, connectivity and context of a building impacts on those who use it and also encourages or discourages healthy behaviours. For example, research in the USA (Boutelle et al, 2001) found that increasing the attractiveness of staircases, signposting which pointed out the benefits of climbing stairs for health and positioning stairs more prominently, with lifts out of sight, could result in a significant increase in the amount of exercise taken. This is included as one of the recommendations in the National Institute for Clinical Excellence Guidance on physical activity and the environment (NICE, 2008).
The current Public Health in Residence post is involved in two specific projects with first year architecture students. The first is to design a small building that has as its purpose the restoration to healthy living of one particular organ or system within the human body. In the architectural studio student project briefs that use public health offer a useful vehicle for the teaching of architectural context. Setting public health as an underlying theme encourages the students to develop connections between a specific medical issue, the spatial implications treating that problem implies for a building design and the question of where in the built environment a building addressing a particular medical issue might best be placed. Hence the project title ‘Body / Concept / Building’ and the requirement for the student to argue for a suitable location for the proposed building. The project
also provides an opportunity to use public health principles to describe why such a building may be commissioned in order to encourage students to think about the purpose of the building in achieving a wider goal. For example the design of a space may be motivated by understanding the lung and maybe the influence of smoking on the lung. The space may be used for treatment or prevention via health promotion both in design of the building itself and its’ purpose and function. This could ultimately contribute to a reduction in smoking levels and the £1.7 billion annual cost of smoking to the NHS.

The aim of the public health input is threefold – to encourage thinking about the user experience of the building in terms of the influence of light, space, access, noise, relaxation, and social interaction; to consider how the location may affect the draw of people to the building and how this may relate to addressing inequalities and interlink with the wider community; and to give an illustration of why a potential client (the Public Health Department in the NHS) may wish to commission such a building.

The second project is to design a dry public house for teenagers, based on a site in the centre of Bristol. The original brief for the students was not conceived with a public health focus, principally designed to explore the use of stairs in a building potentially five to six storeys high. However this presented an opportunity to look at the project from two public health angles – alcohol and whether a dry bar is a feasible alternative, and providing attractive and safe socialising space for young people. There are a few dry bars across the country, however there is no research in terms of their effectiveness as a public health intervention to reduce alcohol consumption in an area. The highest profile is the Brink in Liverpool (2012) which is situated in the ‘Ropewalks’ nightlife quarter of Liverpool and aims to provide the same contemporary design and club-like sociability as the surrounding ‘wet’ bars but with discrete support services. A report from the Commons Science and Technology Committee (2011) promoted two alcohol free days a week – therefore a dry bar could be a valuable part of a public health strategy to reduce harm from alcohol and promote healthy lifestyles. Helping students to understand what motivates choices and behaviour change was suggested as useful in designing the bar – in terms of what make the bar appealing and attractive to young people; understanding the importance of peer group influence on healthy behaviour so designing the bar to promote social interaction; and recognising that people will act in a certain way if they value the perceived outcome – so focusing on a great night out in an innovative and interesting building rather than the non-availability of alcohol. These principles drawn from social learning theory (Bandura 1977) can also be used to provide a context for architectural design.

Addressing the current big public health issues needs to go beyond the NHS and a biomedical approach. Collaborations with other professions can challenge learning and thinking on both sides. Through investing in working with the architects and planners of the future, the department hopes that they will then shape the built environment in years to come with health a key driver not an afterthought.

References


The use of framing to highlight differences between transport-related CO\textsubscript{2} amounts.

Growing concerns over climate change and environmental issues are leading governments and citizen groups to take action to change the way people travel. The provision of information on transport-related carbon dioxide (CO\textsubscript{2}) emissions to the traveller can be seen as an instrument to increase the likelihood of more sustainable choices being made by individuals. While there is little empirical evidence on the effect of such information, it is widely accepted that without providing information on CO\textsubscript{2} emissions, it is less likely that individuals will make climate-friendly travel choices. At the level of the individual traveller, their environmental behaviour will be governed in part by how they perceive the differences between amounts of CO\textsubscript{2} emissions associated with alternative travel choices.

A research team from the Centre for Transport & Society (CTS) led the grounding, research and evaluation activities of the European Commission’s Framework Seven project “Carbon Aware Travel Choices” (CATCH; www.carbonaware.eu). Working with an international consortium of partners from Italy, Belgium, Spain, China, Brazil, and the UK, the CTS research team explored the behavioural processes related to travel and climate change, and identified the potential for behavioural change to support sustainable mobility and related policies. Targeting travellers and mobility stakeholders, and applying research methods developed by behavioural scientists, the CTS research team explored how different presentation formats and measures of CO2 information affect perception...
and understanding of the environmental impact of travel. Also explored was how ‘nudges’ might be incorporated in the design of information on travel behaviour and its environmental impact to influence behavioural change. Based on the research, design recommendations were made to the developers of the CATCH online tools.

One of the concepts that was explored in this study is the effect of framing of CO$_2$ amounts on the perceived differences between alternative modes of travel. People treat positive impacts, or gains, and negative impacts, or losses, differently. Through the use of positive and negative terms, information can be framed to focus attention either on the potential to provide benefit (positive frame) or on the potential to increase costs (negative frame). Across many contexts, the impact of negatively framed information has consistently been found to be stronger than the impact of the same information framed in positive terms of the same magnitude (Kahneman and Tversky, 1979). The concept of loss framing refers to semantically restructuring (or framing) a choice so that the tendency for people to avoid losses guides them towards a particular choice.

In this research, different amounts of CO$_2$ emissions produced by a short trip (5 miles) were compared using both positive and negative framing (Figure 1). Participants were asked whether a first amount was ‘about the same’, ‘slightly different’, or ‘much different’ in comparison to a second amount. The study tested whether the negative framing of the CO$_2$ information may have a stronger impact on individuals, and would result in people perceiving the differences to be larger than for the positive framing.

Comparison Set 1 (132g against 500g)

i. **Positive framing for comparison set 1:**
   Mode X produces 500g of CO$_2$ for a 5 mile trip.  
   The amount produced by mode Y is 368g lower (i.e. better).

ii. **Negative framing for comparison set 1:**
    Mode X produces 132g of CO$_2$ for a 5 mile trip.  
    The amount produced by mode Y is 368g higher (i.e. worse).

Comparison Set 2 (500g against 3400g)

iii. **Positive framing for comparison set 2:**
    Mode X produces 3400g of CO$_2$ for a 5 mile trip.  
    The amount produced by mode Y is 2900g lower (i.e. better).

iv. **Negative framing for comparison set 2:**
   Mode X produces 500g of CO$_2$ for a 5 mile trip.  
   The amount produced by mode Y is 2900g higher (i.e. worse).

The descriptive results are shown in Figures 2 and 3. As can be seen, in both comparison sets, the negative framing resulted in a greater percentage of individuals responding that the amounts were ‘much different’. The findings imply that negative framing is more effective than positive framing in highlighting differences between CO$_2$ amounts. The research findings are discussed in details in a paper Avineri & Waygood (n.d.), forthcoming in the journal Transportation Research A.

**FIGURE 2** The results of the perceived difference for comparison set 1 (132g vs 500g). (ngain = 96, nloss = 94)
Following recommendations of the CTS research team, a range of design techniques, including framing, have been used to improve awareness and motivation to reduce local urban transport CO₂. As an example of the CATCH tools, the ‘My City’ online tool provides ranking and benchmarking of European cities, according to a variety of performance indicators associated with co-benefits that a low carbon transport might bring to health, safety, the economy and to planning. In the example shown (Figure 4) Manchester is shown as a peer city to Bristol that is performing better. On the far right, the top performers can be seen. The data that feeds the tool was estimated by researchers at the University of the West of England (Waygood et al., 2012).

The results suggest that in order to increase the effect of information on travel choices, designers of Advanced Traveller Information Systems (ATIS), Personal Travel Plans (PTPs), or other information services, could frame information so that the less desirable choices have their negative effect highlighted.

In 1999, the Urban Task Force published its initial recommendations to government in ‘Towards an Urban Renaissance’, which encouraged building to higher densities to make efficient use of land and to strive for the ‘compact city’. The report and spearheaded a renewal of urban regeneration policy both at the national and local level, and among the central tenets of the Urban Renaissance was that it ought to be ‘design-led’, and planning has since been increasingly been encouraged to engage with the design agenda, taking the view that ‘good design is indivisible from good planning’. However, it is abundantly clear from even a casual review of design guidance within the planning system, that this concept of ‘design’ has been focused primarily upon external appearance of buildings and the public realm.

The issue of internal design and space of new buildings, and homes in particular, has scarcely had...
more attention and debate than recently, since it has received an increasing level of attention from academics and built-environment professionals, as well as the popular media. In England, privately built housing has never been subject to minimum space standards, either through the planning system or by building regulations, with the result that the internal design and space of new dwellings has largely been a consideration for developers and architects, arguably driven by market factors. Recently, concern over space in new housing has influenced local authorities, such as Bristol City Council and Exeter City Council, to introduce minimum space standards into local planning policy.

Yet, for all the discussion of the size of new homes, there seems to be comparatively little in the way of analysis of how the planning system and development control in particular, has previously approached the appraisal of internal design of new developments. Current debate about the introduction of space-standards in new housing necessitates the question about how the issue of internal design and space has been addressed within planning, particularly during the past 12 years in the wake of the Urban Renaissance and the drive for the ‘Compact City’, and whether the implementation of minimum standards is necessary to ensure that good design extends to the interiors of buildings, as well as the exteriors. This research is undertaking a critical exploration and evaluation to understand how the planning system has approached the design assessment and review process during development control.

Microflats (compact, pre-fabricated studio apartments to be marketed at single-occupant households), were first presented by Piercy Connor Architects as a solution to provide affordable housing in London. The concept was revisited just two years later in 2004 by Ask Developments for their Abito development at Greengate (figure 1). Salford and then later for a further development at Clippers Quay, Salford. Ask Developments, the developer behind both buildings, sought to market these developments as being ‘... dedicated to the elimination of dead-space... Abito is about creating a living environment that is multifunctional, inventive and easy to live in. It’s about quality not quantity’ (Figure 2). These developments present an excellent opportunity to examine how a local planning authority’s development control responded to an overt desire to constrict space within dwellings. Using the Urban Renaissance in Salford as the context for this study, this ongoing research is retrospectively comparing these development proposals to the key space standards and contributes to the debate about whether space standards are appropriate necessary part of the
planning system or whether a review of existing design processes would better deliver housing of an adequate size.

The results of a preliminary comparison to the key internal space and design standards indicate that these flats perform well against the majority of standards, and particularly for core issues such as Gross Internal Area. Where there are lapses, these are often arguably the result of these flats catering for single occupants, for example, rather than families. It also apparent that the Abito developments benefited from an active commitment from both the developers and architects to create a compact space that still enabled its occupant to live comfortably, and this was achieved through an extensive pre-application design process, which even included the construction of a prototype flat. Yet, within Salford City Council though, there seems a retrospective ambivalence about the success of the developments and whether approval was the right decision.

While it is clear that the experimentation and exploration of the internal design was accommodated by Salford City Council, what remains somewhat uncertain at this point is the weight that these considerations carried in the application assessment and decision, and whether the officers felt it within their remit to consider the internal design and crucially, whether the necessary tools, assessments and policies were available to address any concerns. While the Abito developments did not quite spark the anticipated revolution in prefabricated developments or compact dwelling space, it is possible that analysing the processes that went into designing and developing these dwellings may provide some insightful lessons about how internal design is negotiated through the planning system.

References

Elements of the Lifetime Homes Standards have been incorporated into Building Regulations, notably part M, though the standards have not been adopted in full.
Does the threat of climate change and sea level rise present a unique opportunity to re-imagine the way we live with water?

“The bulk of the city had long since vanished, and only the steel supported buildings of the central commercial and financial areas had survived the encroaching flood waters.”

(Ballard 1962, p19)

J G Ballard’s vision of a flooded London presents an extreme view of the aftermath of climate change in the future. However, the issue of climate change and the pressing need to both mitigate and adapt to its consequent effects has become increasingly accepted by governments, architects and planners.

In the UK, the government has commissioned the UK Climate Projections (UKCP) to assess the impact of climate change locally and to make suggestions as to how to deal with the effects. In a high emissions scenario, the UKCP has predicted sea level change for the south east of England of up to 1m by 2100. Over time flooding, rather than being an irregular event measured in 100 or even 1000 year instances, will become a seasonal and then a constant occurrence. Considering it as a temporary state of inundation will become unreasonable; rather the land will be claimed by the sea, permanently changing the shape of the UK’s coastline and leading to long-lasting changes in where and how people live.

However, building larger and more elaborate flood defences is not the solution. Lewis and Kelman argue that ‘flood defences have so often implied a falsely absolute protection, under the assumption of which more development has taken
place, leading to greater destruction, damage and casualties when flooding eventually, inevitably, occurred’ (2009, p.16). Instead a new way of living with water that minimises the risks of flooding must be sought out. The RIBA has addressed this in Living with Water - Visions of a Flooded Future, speculating that ‘challenges faced now and in the coming years may drive us back towards embracing the previously dynamic relation between land, water and community’ (RIBA 2007 p.5).

This alternative approach is not one that needs to be conjured out of thin air, as Bill Gething, the RIBA President’s sustainability advisor, argues, “vernacular architecture somewhere in the world is probably already designed to cope with the extremes of climate we will face - whether flooding, drought or high winds. We can learn from these precedents.” (RIBA 2007 p.5)

There is a massive variety of examples of the potential for architecture to offer a new perspective on our attitude to water and how to live with it, both dealing with the threat of flooding and the damage it causes to property and at the same time creating more space for living.

In vernacular architecture, structures created purely to deal with practical issues of water encroaching onto land occupied by humans have existed throughout human history and across the planet. The most obvious example is that of the stilt house, these buildings are found around the world from Palafito houses in Venezuela to Crannogs in Scotland and Ireland. These buildings all share common locations, large bodies of water such as coasts, lakes and deltas, where the inhabitants lived intimately with the water, often in subsistence lifestyles, using the water to supply food and as a means of transport. As a result of this lifestyle the buildings require minimal infrastructure.

An alternative example of living with water is that of the house-boat. These craft are found across the world and vary in execution from mobile boats that can be lived on to more static houses that float. Houseboats are often found in the harbour areas of post-industrial cities, occupying waterfronts that no longer serve any practical purpose. In these locations the homes exist in a semi-legal status, reusing obsolete docks and often converting boats discarded by the post-industrial society. These house-boats represent the ultimately flexible solution to living with water and are able to move in response to economic or climatic conditions and settle wherever there is space.

A final, very recent, case study for architecture that responds to the challenge of living with water is Architectenbureau Marlies Rohmer’s Steigereiland development in Amsterdam. This development is being built in the IJmeer to the east of Amsterdam, on one of a series of new islands forming an urban extension to the city, known as IJburg. Steigereiland is the first island in the chain and closest to the centre of Amsterdam. Rohmer’s scheme lies partially on this artificial island and partially floats. The scheme comprises a mix of both programmes and of water-tolerant typologies. Uses that are more resilient to flooding, shops and offices, are located on the ground floor of buildings that line the perimeter of the site, with apartments above. On the shoreline, more apartments that blur the edge of the dry land extend out over the water on stilts. Finally housing units, constructed in timber, float on concrete rafts, attached to jetties and bridges that stretch out into an enclosed area of the IJmeer, able to move up and down on steel piles in response to changing water levels. The intention has been to create a scheme that will appear as an addition to the city and function as a community and Chris Foges argues in Architecture Today that this sense of relationship to the rest of the city is what makes the scheme successful, that there is no sense of isolation and that it is “the foundation of the city, its social and technical organisation, that make the project possible.” (Architecture Today, p.17).

While these case studies introduce new ways of living with water, they are not perfect solutions individually and most would rely on a massive collective change in attitude and lifestyle amongst people in the UK. However, they do offer a vision of how things could be and the changes needed may
well be forced upon people by the unstoppable results of climate change.

New approaches also need to take note of an argument made in another RIBA paper, Facing up to Rising Sea-levels: Retreat, Defend, Attack? The authors argue that any solution to sea-level rise and flooding must be coordinated, strategic and long-term in approach. Currently long term strategic planning is crippled by the conflicting timescales of the four year electoral cycle, 10 to 15 year scope of local planning, 20 year timeframe of infrastructure development and 50 to 100 year, or longer, scale of change in the climate and coastal environment. A successful proposal will need to provide a long term framework for development, but also allow the possibility of immediate action (RIBA 2009 p.26).

There is both a potential for architecture to contribute to a re-imagining of our entire relationship with water and an opportunity for us to change our attitude, to learn to live with water and to welcome it; to enjoy its proximity through new forms of architecture that are not threatened by floodwater and to exploit its potential to generate power and provide enjoyment rather than danger. In taking this new approach we could manage to both mitigate the effects of climate change and its causes, living more sustainably in a changed environment.
What would happen if the floor-to-ceiling height of a house was such that its occupants could not stand up within it? Or if the house contained no windows? Or was built to an incoherent, maze-like plan? Such questions are important if one is to decode, explore and better understand the conventions of house design. These codes belong, of course, to the realm of common sense, building codes and the lessons of experience; however, staff teaching second year architecture students designed a project to test the nature of conventions and encourage a deeper understanding through challenging rather than slavishly imitating them. Further, the task was designed to be a considerable test of students’ creativity, a term defined by Oliver et al as ‘freedom from routine – not being bound by conventions, schedules of expectations’, as well as being an ‘escape from social conventions, rules of forms’ (Oliver et al, 2006).

David Littlefield and Rachel Sara

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Rachel Sara is a senior lecturer in the Department of Planning and Architecture at UWE. Her research interests include an examination of informal settlements and the notion of territory. As well as working with Design Studio B, Rachel leads the BArch unit Body and Space.
The ‘Transgressive House’ project, which ran during the autumn semester 2011, began with a workshop which encouraged students to rethink housing norms and suggest a new set of criteria for domestic inhabitation. Having been primed in advance of the workshop, students responded with alacrity: poisonous, edible or inverted houses; homes designed to flood, move or grow; buildings with no windows (only peep holes), or flat surfaces; houses with no front doors or conventional provision for security. Students’ suggestions were converted into a set of 10 rules or conventions, and they were then asked to design a house by directly subverting a small number of those rules.

The result was a set of experimental houses that deployed creative thinking to solve the problems caused by these playful subversions: how do you provide security if the house has no front door? How does the architect provide a set of spaces worthy of the name home if there are no windows, internal walls or separate pieces of furniture? Students began to explore the nature of the window; homes without front doors came to be configured as mazes, to confound any intruder; furniture came to be blended with the building in the creation of a seamless collection of surfaces. The question over floor-to-ceiling heights was variously dealt with by considering the nature of ‘interior’, placing circulation ‘outside’ the house and creating inhabitable places which, although preventing a standing position, were sufficiently high to accommodate people comfortably when seated or lying down.

The project was designed to test two principal questions: what is the nature of the house, and how useful is the notion of transgression when considering design process? French philosopher George Bataille described transgression as a system which challenges conventions without threatening or subverting the norm; it is, he suggested, a way of identifying and exploring socially agreed boundaries: ‘Transgression opens the door into what lies beyond the limits usually observed, but it maintains these limits just the same. Transgression is complementary to the profane world, exceeding its limits but not destroying it’ (Battaile, 1998).

The other question, concerning the nature of the house, was brilliantly posed by Reyner Banham in 1965: ‘When your house contains such a complex of piping, flues, ducts, wires, lights, inlets, outlets, ovens, sinks, refuse disposers, Hi-fi reverberators, antennae, conduits, freezers, heaters – when it contains so many services that the hardware could stand up by itself without any assistance from the house – why have a house to hold it up?’ (Banham, 1985). The project outlined above challenged students to design a house for six students, including themselves, located on a site at UWE’s Frenchay campus. Students were encouraged to
consider the needs of people, and the roles the house can play in meeting those needs, within the context of a society facing rapid economic, cultural, political, demographic and technological change. 'The design of your house might offer new insights into notions of shelter, safety, work/home/study, communal/individual living, seclusion, social/personal control and scale,' said the brief. Students were asked to take risks, think unconventionally and resist culturally-ordained notions of what can/cannot, should/should not be attempted. Partly, the project offered a welcome shift in tone from the more orthodox study which preceded it, and students’ engagement with the brief was certainly aided by the fact that its rules were suggested by the students themselves – thus increasing students’ motivation and engagement with the task, which has been shown to increase the likelihood of their learning (Boud et al). More importantly, though, was the lesson that theory can actively inform design outcomes, and that conventions, though socially useful (and often the codification of generations of wisdom), may sometimes be challenged and transgressed with creative results. It is only by transgressing the boundaries of accepted approaches, rules and expectations that design solutions are pushed beyond what is already known or extant. The transgressive house project allowed students to challenge the boundaries of what a house is, or might be, and thus questioned preconceptions and expectations of that most fundamental of typologies.

* The transgressive house project ran 15 November to 1 December 2011 in Design Studio B, for 2nd year students of Architecture & Planning and Architecture & Environmental Engineering. The project was tutored by Thom Gorst, David Littlefield, Ian Parkes, Rachel Sara and Funda Willetts.

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In the 1980s the then Department of Town and Country Planning at Bristol Polytechnic was emerging as the centre for planning education in the South West region of England. It had employed a cadre of young academic staff, mainly from planning practice, who were determined to impart their experience of the profession to students on the newly accredited undergraduate and postgraduate courses in planning. In particular they recognised the importance of planning implementation which became a specialism of planning education in Bristol. In a sequence of course rewrites a number of characteristics came to be embedded in the educational style and substance of the courses taught. One feature which persists today is the importance attached to interactive learning, or ‘learning by doing’. The staff were committed to the idea that knowledge is imparted and skills developed best when demonstrated through practical experience and elements of this were introduced to all modules. One excellent example is the Agency Project in which undergraduate students are placed for a six week period with planning organisations, mainly in the Bristol area as well as other UK locations, to produce, to an agreed brief, a piece of work for the host organisation, but which had to meet the academic and professional standards set as assessment criteria, which are marked by tutors. This module persists today and it is a testament to the close working relationship between the department and planning practices in the region that thousands of students have been placed successfully during the following three decades.
Other characteristics of a Bristol planning education were introduced during that period including the move to inter-professional learning and teaching that occurred when the University of the West of England Faculty of Built Environment was created in 1992, incorporating the former departments of Planning, Construction and Surveying. The active engagement of students with those training to become fellow professionals in the built environment was a natural progression for the Bristol Planning School, as it had become. Most of the inter-professional learning was designed to be activity based. However Bristol avoided the mistake that many other universities had made by ensuring that its students were never in any doubt of their own professional contribution to built environment and their appreciation of the skills and values of other trainee professionals was set alongside a firm grasp of their own skills and values.

One particular characteristic of planning education at Bristol which was established in the 1980s but which continued well into the new era was an emphasis on the importance of negotiations and negotiating skills in the implementation of planning. The development of this idea can largely be attributed to Martin Chick who was employed by the Bristol Polytechnic (later to become UWE, Bristol) in the 1970s and had a number of years of experience of development control, as it was then referred to, in Kent, London and Wiltshire. He, and like minded members of staff, including the author, strove to explain and demonstrate the appreciation of negotiating to undergraduate and postgraduate students using active learning methods and subsequently this was carried through the faculty in inter-professional teaching and research (Claydon 1998). Martin Chick and the author carried out research in planning practice to explore the extent and nature of negotiating activity as well as the attitudes of planning professionals to negotiating as part of their work. The essence of their approach to teaching the subject is described in Teaching Negotiations (Claydon & Chick, 2005) which also provides an example of the case studies which were used, not just with university students, but also with practising planners on training courses.

To develop a deeper understanding of negotiations theory Martin Chick attended the course run at Harvard University by Larry Susskind, an advisor of the US government and leading academic in this sphere (Susskind & Cruikshank, 1987). Inspired by the persuasiveness of ‘principled negotiations’ he devised, again with the author, the structure of a training course for practising planners which was subsequently taught in Bristol, around the UK, Bermuda and formed the basis for a paper delivered to the AESOP conference in Stockholm in 1992. More importantly for the School of Planning at UWE the negotiations short course became the centre piece for the Short Course Programme, the university’s provision for training of planning professionals which grew into the largest programme of training for town planners in the UK. During the 1990s and the 2000s thousands of professional planners benefitted from the UWE programme delivered primarily by UWE staff and visiting specialists and the most enduring of the courses on offer was negotiations training.

The short course in negotiating skills, like all those seeking to develop practitioner skills, was based on developing the reflective capacities of the participants. Initially students were introduced to a difficult negotiating situation, asked to resolve this through acting out roles for which briefings were provided. Participants were observed in their attempts to resolve a planning impasse and by comparing the outcome of different groups acting out parallel negotiations certain lessons were revealed. Notably there would be an inconsistency of outcome arrived at by competitive approaches with each group coming to very different conclusions depending on the application of negotiating tactics (Kennedy 1982). However through the strategic use of principled negotiations, to which the participants were introduced through case examples, more consistent and mutually satisfactory outcomes could be achieved (Fisher & Ury, 1981). Finally students were encouraged to practise their new found skills in a multi-actor negotiation. Typically in planning there are multiple interests to attempt to satisfy and hence negotiating strategies that take account of the competing demands of
different actors are most appropriate for planning professionals to pursue. The case studies used in the negotiations short course were frequently taken from Martin Chick’s own experience, advising clients on applications, in parallel with his academic work.

Martin Chick became the Director of the Short Course Unit at UWE and for twenty years he built and developed its reputation and range of courses. The programme’s continuing status, delivering training in Bristol and in-house for public and private sector organisations, is his legacy to the department and faculty. He also devised and delivered, with co-sponsors, the Bristol Planning Law and Policy Conference which is now in its thirteenth year. It is the occasion of the year for those involved in planning and property development in the region and one of the university’s most prestigious annual events.

The Department of Planning and Architecture at UWE owes a considerable debt to Martin Chick as an innovator of active learning, responsible for the development of negotiations skills as a core element of planning education and for establishing the programme of training for planning professionals. Martin died on 17 January 2012.

References
Ready, steady, plan: serving up oven ready planners - a teaching exchange between the universities of Ulster and the West of England

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Planning is both a profession and a field of study and designing a university curriculum that balances these is the subject of much debate - in particular the extent to which teaching and learning should result in the delivery of an ‘oven-ready planner’.

The rationale behind the programme content (the form and character of the learning framework), and the methodological approach to the curriculum to equip individuals to understand, critically discuss, and practise the art and science of town planning provide much scope for discussion.

Research by Arup (Academy for Sustainable Communities - ASC, 2007) into the supply and demand of skills required to deliver sustainable communities identified a need to address inadequacies in town planners’ skill sets. Seen within the context of the mid 2000s property boom, the research stimulated debates concerning the adequacy of planners’ skills and the education of
planning professionals in the United Kingdom. This included the extent to which university students are, or should be, taught to be practitioners, as opposed to being supported to study a broader theoretical planning curriculum, within which practice-orientated skills are embedded. This question sits within wider debates concerning the nature of the planning profession and its perceived fragility (Evans, 1993), including allegations that planning is increasingly process driven (‘the process-isation of planning’ [Sturzaker, 2011]), separated from its origins in reform and social movement. Such allegations feed the suggestion that planning education should increase the emphasis upon skills such as: knowledge of processes and procedures; site appraisal; financial management; decision making; and communication, so that planners are ready to enter the market place as competent practitioners. Removed from the curriculum would be content which does not, when viewed superficially, support this skills-orientated approach.

With funding from The Higher Education Academy and the Centre for Education in the Built Environment, two universities undertook a series of teaching exchange visits to explore the rationale behind curriculum design. Lecturers from the University of Ulster and the University of the West of England (UWE) each undertook three visits, observing and supporting the delivery of content. Each visit had a different focus, but the core theme was the delivery of content pertinent to the teaching of development management. Specific consideration was given to the extent to which our respective programmes equip individuals to understand, critically discuss, and (potentially) to practise town planning. In doing so regard was given to the balance between practice orientated skills focused content when compared with the history, theory and philosophy which also form core components of planning programmes.

The exchange allowed staff to explore our different pedagogical approaches and to critically reflect upon programme content. Two distinct aspects were identified; delivery and content. The tangibility of the issues, challenges and opportunities associated with delivery made this aspect more straightforward to reflect upon: the use of information communication technology; blended learning approaches; skills identification techniques; and innovative delivery and assessment methods are all examples where best practice was shared and agreed. Conversely, analysing the content proved more problematic. The inter-disciplinary nature of planning combined with the history of the profession meant that, as noted by Frank (2006:16) ‘…planning is often perceived as an academic discipline without its own set of theories and traditions’. Refining content coverage whilst balancing against skills provision was considered to present a challenge to curriculum design, in particular the way in which development management orientated content is currently taught.

The generic skills identified as being required by Arup (ASC, 2007) as pre-requisite for a planning professional could equally be applied to other built environment professions. Accordingly the fundamental principle of embedding these skills across a university’s built environment programmes is widely accepted and appears to be effectively deployed. As a result of the exchange changes proposed to our planning curricula. For Ulster, the need to better understand the degree of knowledge required by the different planners involved in land and property management and development raised questions about the degree of specialist knowledge that can be taught. For UWE there is a need to identify more precisely through module mapping the coordinated delivery of skills through the programme.

Acceptance of the need for some degree of balance (between practical skills and a robust theoretical understanding of the subject) further recognises that both elements are significant and required - a position supported by the Royal Town Planning Institute (RTPI), the professional body which represents planning practitioners and accredits university planning courses. The RTPI Policy Statement on Initial Planning Education (2004) states that ‘...institutions offering initial professional planning education should have the freedom to
develop and justify their own approaches in line with their adopted philosophy; their refinement of the learning outcomes sought; and a clear idea of the type of planner that the course will help to develop.’ (2004:8). The phrase ‘type of planner’ is worthy of note because it acknowledges the inter-disciplinary nature of planning and the need for specialisms within the study options, and also because it provides freedom for institutions to develop their own approach to planning education. The ability to apply the knowledge in practice is, nevertheless, understandably emphasised by the RTPI to ensure that graduates from an accredited degree enter the marketplace with a recognised standard of practical competence.

From this exchange it was possible to draw a somewhat unexpected conclusion, specifically that whilst best practice in delivery could be identified, skills recognised and embedded, and the balance between content types debated, the very nature of the planning profession is such that no single approach or philosophy can, or should, be identified. Rather, the institutions delivering planning content should develop their own approach to produce a type of planner, rather than the type of planner. The inter-disciplinary nature of the profession is such that the standardised ‘oven-ready planner’ is a myth and to attempt to create one would potentially compromise both planning education and the profession.

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Scott Britnell is a third year student on the foundation degree in Development Management and Planning Practice. The text below was produced for the Design Solutions module. The exercise ‘My kind of town’ asked students to write about a place which had a special meaning for them. Images by 1st year students of Design Studio A

My kind of town

a stolen car left burning, a generation lost to smack burning up

owen’s “anthem for doomed youth”

the riots and the violence

empty houses we played in or cut through

the graffiti we did and greenhouses we smashed

smell of rain on concrete filling my nostrils and my soul

TAKE ME BACK

i see bonfires in gardens, people set alight

a scrap in the road and dog shit on the pavement
streets that reflect each other
houses not homes sneer as you pass
fields half gone but not our patch, crossbars nailed between trees
pebbledash in dispute
streets like racetracks
joy riding or riding for joy
smoking youngsters younger than 10
the lad who hung himself on a lamppost
no buses after dark, pelting stones against windows and breaking into sheds
the asbo count and your dole money
football means life
red bricks and tiles, hedges replaced by walls
satellite dishes rusting on screws, screwing and

shakespeare’s inspired, dead but smiling
othello’s fate rings true
no blacks...well few
segregation
racism in pubs
a scale that’s forever declining
a hit and a miss, no education and poppies on fences
chasing skirt

drinking in the park

underage and under the influence

abuse on domestic scales

an anatomy in tarmac

hearts without cages, all nerve ends and twitching

methadone is no cure for cancer
Each year, the first year students of the City School of Architecture, are assigned to transform a building and a tree from a selected temple mural into black and white drawings. These mural traditions of Sri Lanka, which are nearly 200 years old, are found on walls of preaching halls and image houses. The murals often depict the life story of the Buddha, as well as events from the Jathaka stories (stories from the past lives of the Bodhisattva).

This way the students get to familiarise themselves with not only the cultural traditions of Sri Lanka, but also understand it in the context of everyday life depicted in these murals.

In the temple mural tree drawing, they further show the said trees in realistic format and also the formation of leaf, fruit and flowers along with a brief description.

These assignments are done under the guidance of their art teacher W. Vasantha Perera and supervision of their year persons Archt. C. Anjalendran and Archt. Sadev Wittachy.

Drawings from temple murals of Sri Lanka

Year 1 Assignments. City School of Architecture, Colombo, Sri Lanka
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