Project Brief

Local Planning Studio
2011/12

BA GPEP Stage 2

Module Coordinator
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Senior Lecturer & Head of Environmental Policy
UCD School of Geography, Planning and Environmental Policy

Local Planning

BA Geography, Planning & Environmental Policy

Studio Project
Studio hours: 11am-1pm Tues & 11am-1pm Thurs
Location: Studio 1, Planning & Environmental Policy Building, Richview

Credits: 10
Student hours: 200

1.0   Introduction

Spatial plans perform a key role in managing physical and environmental change and the preparation of spatial plans is a core activity of professional planners at a range of spatial scales. This module aims to provide students with the key principles, practices and skills involved in the preparation of a local plan at the neighbourhood or small town scale through a practical planning exercise. This will involve a studio and seminar based module designed to develop planning practice and team-working skills.

The module will explore the key stages in the preparation of a local development plan, from inception and analysis through to developing land-use and development proposals. Firstly, this will involve a scoping exercise of the local context through a series of desk studies of the policy context and key literature. Secondly, the study will include the physical analysis of a locality, applying principles of urban analysis of the physical urban form, townscape analysis and land-use and urban character surveys. This physical analysis will also be related to the socio-economic context of the locality. Thirdly, the students will prepare a SWOT (strengths, weaknesses, opportunities and threats) analysis of the study area and a vision for future development. Then, the students will generate proposals for the future development of the study area, though developing a local strategy for physical, economic and community development. And finally, students will develop site-specific proposals and priorities for the future development of the study area.

The studio project comprises both individual and team-based components, and there will be an emphasis on developing effective group-working skills. There will be regular group presentations and seminars throughout the study.

In addition to tutor-led seminars, presentations and studio-based teaching, you are additionally required to work, both individually and in groups, outside of the tutor-led sessions, reflecting the student workload of a 10-credit module.

Learning outcomes

On successful completion of the course, you should be able to:

- Describe and evaluate the policy context for local planning;
- Demonstrate an understanding the inter-related aspects of the planning process;
- Develop key skills of planning analysis, goal formulation and site development;
- Gain an appreciation of the importance of critical reflection for professionalism as a result of tutor and peer feedback at different stages of the work programme;
- Enhance teamwork capacity and oral, written, diagram and presentational skills.

2.0   Project overview

This is a 12 week project which aims to prepare a Local Planning Study for a an Irish Town to a level of detail and standard sufficient to describe the social, economic, and physical context of the Town, and to make clear proposals for the future development of the town. The town that has been selected for this study is *Carrickmacross, County Monaghan*.
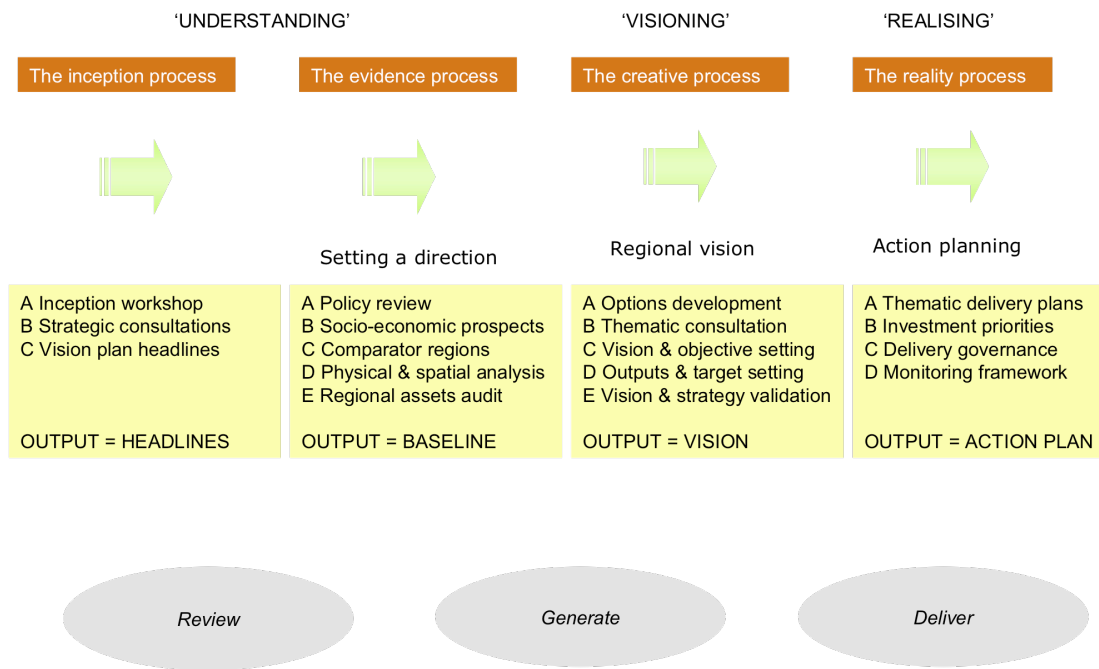
The purpose of the project is to introduce students to the range of factors that have an influence on the development, operation, form, character and future of an Irish town. The project aims to train students in the use of methods and techniques used in physical planning, to train a multi-disciplinary and team based approach and to train students in preliminary plan generation and plan design approaches and techniques.

It is anticipated that the study would form part of the Local Authority's database for the town, which may assist the Local Authority in preparing any new development plan for the town.

Summary components:

	Stage	**Duration**
1	**Project Inception**	Week 1
2	**Gathering the Evidence** • Analysis of Planning and Policy Context	Week 2-3
3	**Physical and Spatial Analysis** • Town Survey	Week 4
4	**Physical and Spatial Analysis** • Town Analysis	Week 5-8
5	**Visioning** • SWOT Analysis • Vision Statement	Week 9
6	**Realising** • Future Development Options	Week 10-11
7	**Realising** • Final Presentation	Week 12

*This schedule will be subject to ongoing review based on progress

'UNDERSTANDING'   'VISIONING'   'REALISING'

| The inception process | The evidence process | The creative process | The reality process |

Setting a direction   Regional vision   Action planning

| A Inception workshop
B Strategic consultations
C Vision plan headlines

OUTPUT = HEADLINES | A Policy review
B Socio-economic prospects
C Comparator regions
D Physical & spatial analysis
E Regional assets audit

OUTPUT = BASELINE | A Options development
B Thematic consultation
C Vision & objective setting
D Outputs & target setting
E Vision & strategy validation

OUTPUT = VISION | A Thematic delivery plans
B Investment priorities
C Delivery governance
D Monitoring framework

OUTPUT = ACTION PLAN |

Review   *Generate*   *Deliver*

3.0   Project stages

A summary description of the project stages is outlined below. Please note that a detailed project brief will be given to students at the beginning of each new project stage outlining in detail the specific objectives of each stage, assessment, studio support and key deliverables.

1. Project Inception

During the first week, students will be introduced to the project brief and the study area. Students will also be assigned groups for stage 2.

2. Gathering the Evidence

Students will be divided into small groups to undertake a desk study of the planning and policy context for the study area. This will primarily involve a review of policy documents, that provide the wider strategic context for our study, and secondary data, which will provide an evidence-base to inform both our analysis and future development options. Four themes will be examined:

a) *Policy context*
   - National and Regional Policies: including the National Development Plan, National Spatial Strategy, and Regional Planning Guidelines;
   - County-level policies: County Development Plan and County Development Board Strategy

b) *Socio-economic context*
   - Trends relating to economy, society, demographics, housing etc.

c) *Local urban context*
   - Historical context
   - Growth of the town, physical evolution
   - Landscape context

d) Hinterland/Regional Assets
  - *Audit of local, sub-regional and regional assets (environmental, economic, community)*

Outputs: each group must give a presentation and submit a report outlining their key findings

3. Physical and Spatial Analysis – Town Survey

This stage involves a fieldtrip to Carrickmacross to undertake a survey of the urban structure and physical planning context. This involves two core tasks: (1) a survey of the urban structure and urban design; and (2) survey of thematic areas. As preparation for the fieldtrip, a series of seminars will be provided to introduce students to townscape analysis and other skills necessary for the survey.

a) Urban Structure and Urban Design

Students will be divided into groups and allocated a section of the town to survey and analyse. This will include a survey and analysis of:
  - Urban structure
  - Townscape
  - Land-use
  - Urban character
  - The public realm
  - Architectural elements and features

b) Thematic areas

Students will be divided into groups and will be allocated one of the following topics to investigate:
  - Traffic and transport
  - Retail
  - Residential environments
  - The safe town
  - Landscape context and open space
  - Tourism

4. Physical and Spatial Analysis – Town Analysis

Based on the survey undertaken in stage 3 above, students will complete the analysis of the information collected and prepare a visual presentation material of their findings.

Outputs:

1. Urban Structure and Urban Design: each group must prepare and submit a visual/graphical presentation of their analysis and complete an oral presentation of their material.

2. Thematic analysis: each group must prepare and submit a visual/graphical presentation of their analysis and orally present their findings.

Studio tutors will provide teaching support to develop presentation skills during this stage.

5. Visioning

A SWOT analysis provides a summary of the Strengths, Weaknesses, Opportunities and Threats facing the study area. The SWOT analysis is based on the analysis undertaken in previous stages of the project, and provides a basis for 'brainstorming' issues and synthesising findings to date.

The students will be divided into groups and each group will be asked to give a presentation in class on their analysis and to submit a brief report.

Outputs: class discussion and visual/graphic presentation.

Following the SWOT analysis, the entire class will work towards developing a vision statement and a set of future development goals for Carrickmacross.

6. 'Realising' – Future Development Options

At this stage, the class group is required to arrive at specific objectives for the future development of the town. These objectives are to be reached through a plenary session and group discussion. The specific objectives will be informed by the analysis undertaken in the above stages.

The class will then be divided into teams and each team is required to identify a potential development site, the development of which would facilitate the implementation of a specific objective. The overall class are required to reach a consensus that the sites identified best represent the potential to achieve the implementation of the objectives identified.

Each team will be required to give outline details of the sites selected, and the potential scope of development of the sites. Students will be required to demonstrate how the development proposals are integrated with the overall objectives for the town, and how they address the key issues raised in the survey and analysis stage of the study. The site details are required to demonstrate how the development of the site would achieve the implementation of the specific objectives.

7. Final presentation of development options

In this final stage, students are expected to provide a summary of their town study and to visually and orally present their final development options.

Output: visual/graphic presentation of series of development options

4.0   Deliverables and assessment

Students will be primarily working within small groups throughout this project; however, these groups will change throughout the project. The key project deliverables and allocation of marks are as follows:

Deliverables	Assessment	Percentage of marks
1. Report and Presentation on Planning Context	Group assessment	15
2. Graphical and oral presentation of urban structure and urban design	Group assessment	30
3. Presentation on urban thematic issues	Group assessment	20
4. SWOT Analysis Presentation	Group assessment	5
5. Final Presentation – Future Development Options	Overall class assessment	20
6. Individual participation	Individual peer assessment	5
7. Individual participation	Tutor assessment	5

5.0   Studio hours and support

In addition to tutor-led seminars, presentations and studio-based teaching, you are additionally required to work, both individually and in groups, outside of the tutor-led sessions, reflecting the student workload of a 10-credit module.

The studio hours are as follows: Tues 11am-1pm and Thurs 11am-1pm. During these times, tutors will be available to assist and support your work. However, you are also required to work in the studio outside of these hours and studio 1 will be available to you, unless it is booked for an alternative class. Class presentations will also take place during these studio hours.

Students are expected to prepare maps, drawings, charts etc, which will support their working papers, and presentations.

Therefore, attendance is essential.

6.0   Fieldtrip

A planning study requires a field and site visit. The fieldtrip to Carrickmacross will take place during the week beginning 6th Feb. If a suitable weekday cannot be identified (due to

timetabling issues), then the fieldtrip will take place during the weekend. Attendance is mandatory.

Students may require a second visit to the study site; however, students themselves should arrange this. Please remember that while visiting the study area, you are representing the university, and this should be reflected in responsible behaviour.

Provisional date of fieldtrip: Saturday 11th February

Equipment

The following equipment will be required by everyone for the site visit:

- Camera. (One Camera may only be required for each team)
- Range of colour pens / pencils.
- Sketch pad.
- Clipboard.
- Weather protective clothes.
- Student card (for ID).

7.0   Student participation

Students are expected to work on the project during studio hours and outside these hours, as appropriate. The success of the project is dependent on teamwork. It will become apparent that the various strands of the project overlap, and contradictions between areas arise. A balance needs to be made when the specific objectives are proposed for the town. To eliminate any potential conflict it is essential that individuals, teams, and the overall class are familiar with the findings and conclusions of each study area.

Individual participation is essential to ensure that all are informed. This occurs at group and overall class presentation. It is critical that every one attends and participates in group discussion and decisions.

A percentage of marks (5%) will be allocated to student participation. This will be based on attendance, participation in class discussions and presentations (all students must be active presenters), and marks will be allocated by the module coordinator and by peer assessment.

Consistency In Presentation

The overall study will be collated, and presentation boards will form part of an overall coherent presentation. Accordingly, it is necessary that there is consistency in presentation. The following criteria apply. Each individual is required to conform with this criteria from the outset.

Project Brief

Part 1: 'Gathering the Evidence'

Analysis of Policy and Planning Context

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'Gathering the Evidence': Analysis of Planning and Policy Context

Working in 4 groups, you are to undertake a desk study of the planning and policy context for the study area. This will primarily involve a review of policy documents that provide the wider strategic context for our study, and secondary data, which will provide an evidence-base to inform both our analysis and future development options. Four themes will be examined:

Group 1: Policy context (5 group members)

Group 1 will examine the policy context for the future development of Carrickmacross. This policy context should be examined at a range of spatial scales to include the following:

- **National and Regional Policies: including the National Development Plan, National Spatial Strategy, and Regional Planning Guidelines**

Examine the location of Carrickmacross in the context of Ireland. Examine the National Development Plan and its various component programmes. What are the implications for planning in Monaghan and Carrickmacross? Analyse the the National Spatial Strategy and identify pointers for the development of Carrickmaross. Are there other national policies / European policies which might effect Carrickmacross? What are the key Planning Guidelines for Planning Authorities that will impact on Carrickmacross' development (e.g. Planning Guidelines for Sustainable Residential Development in Urban Areas)? What regional frameworks does Carrickmacross fall into? What is the role of the Regional Planning Guidelines for the Border Region and how might these impact on Carrickmacross? Monaghan and Carrickmacross fall within the Border, Midlands & Western Regional Authority for European funding. What are this Authority's priorities for funding and what is the potential for Carrickmacross to align with these funding priorities?

- **County-level policies: County Development Plan and County Development Board Strategy**

Examine the location of Carrickmacross within the context of County Monaghan. Examine the County Development Plan in relation to its vision, overall strategy and specific policies. What are the implications for Carrickmacross? How does the development of Carrickmacross fit within the overall County Development Plan? What role does Carrickmacross play within the county? What are the key policies relevant to Carrickmacross? Does the local authority have additional planning policies that are relevant to Carrickmacross's development, such as policies relating to design, landscape character, retail and housing? The County Development Board Strategy represents an agreed strategy for the social, economic and cultural strategy for the county. Who are involved in the County Development Board? What are its key policies and how do these relate to Carrickmacross?

- **Local planning context**

Examine the local planning policy context for Carrickmacross and its environs. Is there a specific planning framework for Carrickmacross? If so, what are its key policies? Are land-use zoning objectives included? What are the implications of these policies? Are there any environmental or landscape designations which will impact on Carrickmacross's development and its environs? Is there evidence of local residents' groups who are involved in local planning issues?

Deliverables:
Presentation – 15 mins max.
Report – 5,000 words max.

Group 2: Socio-economic context *(6 members)*

Group 2 will analyse the socio-economic context for the future development of Carrickmacross, drawing on secondary data sources, including CSO census and Small Area Population Statistics (SAPS), Department of Environment, Heritage and Local Government Housing Bulletins, and local authority sources.

Building on your GIS for Planners module (semester 1), identify the socio-economic context for planning for Carrickmacross's development. What is the demographic profile of Carrickmacross? What demographic changes have taken place in Carrickmacross and its environs? Has there been a decrease or increase in the population? Has recent population growth been concentrated within the town or has more growth been witnessed in the surrounding countryside? What are the implications for future development? What is the implication for the provision of local services (e.g. schools)? Has there been much house-building activity? What are the labour force characteristics of the local area? What is the nature of the local economy? What are the key employment sources within the local area? Is there evidence of any social division in the town, is this expressed spatially? How does Carrickmacross compare with other localities in Co. Monaghan and national trends? What are the key driving forces underpinning Carrickmacross's socio-economic context?

Deliverables:
Presentation – 18 mins max.
Report – 6,000 words max.

Group 3: Local urban context *(4 members)*

  • **Historical context**

Outline the historical context of settlement in Carrickmacross. What are the origins of settlement in the locality? Historically, what have been the key events shaping the development of Carrickmacross? What have been the key economic changes within the locality? Have there been key figures in shaping Carrickmacross's development? What is the history of the surrounding area? Will this historical context be important in Carrickmacross's future development? Is there an historical legacy in relation to the built environment?

  • **Growth of the town, physical evolution**

Plot the historical and incremental growth of the town. Derive influences and phases of growth to develop a clear understanding of the historical and physical evolution of the town. To what extent is the historical evolution of the town in evidence today?

In relation to the built environment, what is the dominant archtectural style evident in Carrickmacross (if any)? Are there any buildings of note? Outline issues surrounding conservation of the built environment in Carrickmacross. Are there any relevant government guidelines on conservation and protection of the built environment (DEHLG, Duchas)? Are listed buildings and protected structures identified in relevant planning frameworks? Is there a local conservation area (CA)? Are there any features of archaeological interest? What are the implications for future development?

  • **Landscape context**

Drawing on secondary sources, describe the landscape context of Carrickmacross and its environs. What are the relevant government guidelines on assessing landscape character?

Has Monaghan County Council undertaken a Landscape Character Assessment? If yes, what are key features of landscape form in Carrickmacross and its surrounding area? Does the County Development Plan contain landscape protection policies? Are these relevant to Carrickmacross? Are there landscape features that will constrain the future development of Carrickmacross? Will landscape conservation play a key role in shaping future development?

Deliverables:
Presentation – 12 mins
Report – 4,000 words max.

Group 4: Hinterland/Regional Assets *(3 members)*

Group 4 will undertake an audit of assets within the hinterland of Carrickmacross and the wider regional context. The objective of this study is to identify key strengths within the wider study context that could potentially be utilised in the future development of Carrickmacross. For example: is the wider sub-region/region endowed with assets for tourism development? Are there significant historic sites of interest in the wider region? What is the quality of environmental resources in the wider region? Can these resources play a role in enhancing local quality of life? What is the wider economic base of this region? Does the region have any comparative advantages for economic development? Does the region have any specific economic role or a niche?

Deliverables:
Presentation – 9 mins
Report – 3,000 words max.

Deliverables:

1. Each group should prepare and give a **presentation** on their key findings (time guidance for each group given above), using PowerPoint or other visual material if relevant. The presentation will take place at **11-1 on Thurs 2ⁿᵈ Feb**, in studio 1 in the Planning & Environmental Policy building.

2. Each group must **submit a report** detailing the findings of their desk study (word length guidance for each group given above). A hard copy of the report should be submitted directly to the module coordinator (Mark Scott) at **11am on Tues 7ᵗʰ Feb** at the beginning of class. Reports submitted after this time will be considered late and subject to a penalty.

3. For both presentations and reports, all groups must adopt a 'class style' to give a consistent presentation across the class. Each group should appoint an 'editor' who will coordinate with the other groups.

    Your report must contain properly referenced sources in the text, with a bibliography at the end. References **must be** given using the Harvard system. When quoting or referring to pieces of work, the authors surname and date must be given in the text (e.g. Hill, 1997, or Evans et al., 1993). These are then collected at the end of the text and given in a standard format.

    e.g.
    Allmendinger, P. (2001) *Planning in postmodern times* (Routledge, London).

    Bedford, T., Clark, J. and Harrison, C. (2002) "Limits to new public participations in local land use planning" *Town Planning Review*, 73, 311-331.

DOELG (Department of Environment and Local Government) (2002) *National Spatial Strategy 2002-2020* (Stationary Office, Dublin).

MacLaran, A. and Williams, B. (2003) "Dublin: Property Development and Planning in an Entrepreneurial City", in (Ed.) A MacLaran *Making Space: Property Development and Urban Planning* (Arnold, London)

Groups

	Name	Group no
1	Breslin, Sean	1
2	Brown, Simon	2
3	Britton, Catherine	3
4	Byrne, Stephanie	4
5	Casey, Michael	1
6	Conlon, Sarah	2
7	Costello, Eanna	3
8	Culleton, Gerald	4
9	Flynn, Emma	1
10	Maginn, Darragh	2
11	Lenaghan, Cathal	3
12	Mulholland, Raymond	4
13	Mc Guinness, Ciara	1
14	Mc Grath, Katie	2
15	Moran, Niall	3
16	O Rourke, Matthew	1
17	O Sullivan, Rosemarie	2
18	Richardson, Conrad	2

Project Brief

Part 2 & 3: Physical & Spatial Analysis

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BA GPEP Stage 2

Module Coordinator
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1. **Town Survey**

This stage involves a fieldtrip to Carrickmacross to undertake a survey of the urban structure and physical planning context. This involves two core tasks: (1) a survey of the urban structure and urban design; and (2) survey of thematic areas. As preparation for the fieldtrip, a workshop will be provided to introduce students to townscape analysis and other skills necessary for the survey.

2. **Town analysis**

This stage involves the analysis of the material collected during your fieldtrip. This analysis will include the preparation of visual material (e.g. using photos, sketches, maps, use sections through the street and describe through photographs, sketches etc) and a group presentation.

The class will be divided into 4 groups and each group will be allocated a section of Carrickmacross to survey and analyse. Each group will undertake a survey and analysis of the urban structure and Urban Design context and each group will be allocated 1-2 thematic issues to examine. For these thematic issues, each group will be required to examine the complete village context.

Both your survey and analysis should be organised as follows:

i) <u>Urban Structure and Urban Design</u>

Your analysis of the urban structure and urban design context of Carrickmacross should be organised under the following headings:

Urban structure and layout

Drawing on the classic text by Kevin Lynch, The Image of the City (1960), each group should provide an assessment of the urban structure and layout of their village section. The layout provides the basic plan on which all other aspects of the form and uses of a development depend. This structure comprises routes and spaces that connect locally and more widely, and the way developments, routes and open space relate to one another.

Lynch's framework identifies 5 key aspects of urban form which you should consider.

Paths: Paths are channels along which the observer regularly or potentially moves, including streets, footpaths, river walkways etc. For many people, these are the predominant elements in their image. People observe urban areas while moving through it, and along these paths the other environmental elements are arranged and related. Through analysing paths, it may be possible to identify *gateways* or points of *transition* between different areas and between different land-uses.

                          A methodology to examine paths is provided by Gordon Cullen's *serial vision analysis* (1961), offering a dynamic analysis (rather than static) of the townscape. A serial vision analysis provides a key means to identify the importance of *views* and *vistas* (and how these change) within a townscape. See appendix and PowerPoint presentation.

Edges: Edges are the linear elements not used or considered as paths by the observer. These act as boundaries between different districts, land-

uses or in the case of a rural village, a separation of town and country. Edges may include rail lines, major roads, old city walls, and natural features such as rivers. For many people, edges act as important organising features in navigating the urban form.

Districts: Districts or sub districts are components of the urban form which are recognisable as having some common identifying character (perhaps land-use, building materials used, a neighbourhood or urban village or areas contained within well defined boundaries or edges).

Nodes: Nodes are points which an observer can enter, and which are the intensive foci to and from which a person is travelling. They primarily include junctions, a crossing or convergence of paths. Or a node may simply be concentrations, which gain their importance from being the condensation of some use or physical character, a street corner or an enclosed square. Nodes relate to both paths and districts.

Landmarks: Landmarks are another type of reference point, but in this case the observer does not enter within them, they are external. They are usually a rather simply defined physical object: building, sign or mountain. Some landmarks can be distant ones, typically seen from many angles and distances (mountain, tall buildings etc). Other landmarks may be more local in character (including public works of art), and are relied upon in place identification.

Taken together, these elements help with the ease of movement around a place, help orientate the observer and provide a sense of place. In other words, these elements of the urban structure affect how easily people can understand the built environment – a quality often referred to as **legibility** (Bentley et al, 1985).

Each group, through the use of maps, photos, sketches and diagrams, should illustrate these features of the urban form.

Urban grain

The urban grain refers to the pattern of arrangement of street blocks, plots and their buildings in a settlement; for example, the degree to which an area's pattern of blocks and plot subdivisions is respectively small and frequent (fine grain), or large and infrequent (coarse grain). In this respect, you should address issues surrounding:

Density of development: The density of development refers to plot ratio or number dwellings per ha. Also, you may wish to consider the intensity of use (high flows of traffic or pedestrian movements).

Continuity and enclosure: This may include consideration of continuity of street frontages and building lines and the enclosure of space by development which clearly defines private and public areas. Your analysis may wish to identify gap sites or abnormal setbacks which interrupt the common building line. Similarly you may wish to consider the issue of spatial enclosure and the design of open space (such as cross sectional studies to examine the relationship between the heights of buildings and the spaces they define.

Permeability: Bentley et al. define permeability in the built environment as places which are accessible to people, offering choice of

access through it, from place to place. Therefore an assessment of an area's permeability may include an analysis of alternative routes through a place, visual permeability, block size and the extent to which there is a segregation of different land-uses or functions.

Each group, through the use of maps, photos, sketches and diagrams, should illustrate these features of the urban form.

The public realm

Appraisals of the public realm are based largely on looking at its components in terms of condition, fitness for purpose, and contribution to local and civic identity, and at the potential for reducing street clutter.

Public realm audits can include assessments of:
- hard landscaping (paving materials, kerbs, walls, steps and ramps);
- planting (trees, planters, grassed areas, flowers and borders);
- street furniture (seats, bins, bollards, manhole covers, tree grilles and railings);
- structures (bus shelters, kiosks, stalls, information points, pedestrian bridges, beacons and temporary structures);
- banners and signs (interpretative, instructive, informative, and directional);
- lighting (pavement, pedestrian, highway, security, building and feature);
- public art and features (permanent and temporary works, fountains and graphics);
- shopfronts (thresholds, glazing, stall risers, signs, banners and shutters).
- advertisements (hoardings, kiosks and banners);
- special treatments and provision (use of colour, tactile paving, wheelchair ramps, dock edge treatments);
- safety and security (emergency equipment, salt and
- traffic and highways installations (including highway markings, parking meters, traffic signals and control boxes);
- public space use and management (informal use as well as formal, events, markets, graffiti removal, litter collection and street cleansing).

Each group should prepare a public realm audit, using photos, diagrams, maps etc.

Architecture and design

An area's architectural features can provide a major contribution to giving an area a special or unique character, or place distinctiveness. You should identify the Architectural Styles in Carrickmacross: Civic Buildings and Public Buildings, retail, commercial and industrial buildings. Describe the building design and style, when were they built? Who designed them? What characterises the building design? Is it typical to the town or region? If not, where is its design influenced from? Are the buildings stand alone buildings, pavilions, within a terrace, do they contribute to the streetscape? Have building designs been modified, or altered? Has personalization of buildings occurred? If it has, critically assess the nature of personalisation, and the impact of this. Also identify the Architectural Styles of Residential development, (terrace, detached, semi detached, private / public housing) in Carrickmacross.

Aspects of architecture and design that you should address include:

Scale – Height: Scale is the size of a building in relation to its surroundings, or the size of parts of a building or its details, particularly in relation to the size of a person. Height determines the impact of development on views, vistas and skylines. Height can be expressed in terms of the

number of floors; height of parapet or ridge; overall height; any of these in combination; a ratio of building height to street or space width; height relative to particular landmarks or background buildings; or strategic views. Prepare a building heights map. What is the pattern of development? What is the relationship between building heights, and adjoining properties? How do the building heights impact on adjoining properties, in terms of light, and overshadowing.

Scale – Massing: Massing is the combined effect of the arrangement, volume and shape of a building or group of buildings in relation to other buildings and spaces. Massing is the three-dimensional expression of the amount of development on a given piece of land.

Appearance – details: This refers to the craftsmanship, building techniques, decoration, styles and lighting of a building or structure. This includes all building elements such as openings and bays; entrances and colonnades; balconies and roofscape; and the rhythm of the facade.

Appearance – materials: This refers to the texture, colour, pattern and durability of materials, and how they are used. The richness of a building lies in its use of materials which contribute to the attractiveness of its appearance and the character of an area.

In discussing architectural elements of the urban form, you may wish to highlight *visual appropriateness*, *richness* or *personalisation* in the built environment (see Bentley et al, 1985).

Land-use and development land

Each group must prepare a *Land Use Map* for each floor level for their section of Carrickmacross. Prepare an analysis of Land Uses, identify patterns that emerge and zones of activity. Are there distinct, identifiable quarters or precincts, i.e. residential, institutional, industrial etc. Give an overview of the various land uses. Establish the tenure i.e. owner-occupier, private rented, public rented, etc. Identify the level of vacancies, are upper floors used to their full potential, is there a pattern. Plot analytical maps and sketch photographs to describe findings. Examine typologies of mixed-use development, what are the benefits, what are the constraints. Analyse the section through mixed-use development in Carrickmacross, identify how the uses are separated.

Prepare a *Map outlining undeveloped and potential development lands* within the development area boundary, including greenfield sites, infill sites and derelict sites and buildings. Describe the lands, and derelict buildings. Plot, photograph and sketch sites, does a pattern emerge? What is the location, size and accessibility of such sites to the town. What is the status of the sites in the context of the Development Plan, i.e. land use zoning, development objectives etc? Analyse the development potential of the sites, in terms of use, identify the development plan standards and objectives pertinent to the lands. What are the implications of the standards on the development potential of the land? Plot analytical maps, sketch photographs, etc to describe findings.

Prepare a *building condition map*. Does a pattern emerge? Describe characteristic buildings through the use of photographs, sketches etc.

ii) **Thematic areas**

Each group will be assigned a thematic area to study. This study should be undertaken throughout the entire urban study area. The topics and groups are indicated below:

Traffic and transport (Group 1)

Observe the flow of traffic through the town. Are there any areas of congestion? How, if at all, is any congestion managed within the town? Is there any evidence of traffic calming schemes? Does the flow of traffic dominate pedestrian movments? Are there potential accident hotspots?

Identify car-parking areas in the town. Prepare a car parking survey; identify long term and short-term car parking areas. Are the car parks located in the most desirable / accessible locations. What distance / walking time are they to shops etc? Identify areas in which particular restrictions apply, double yellow lines, single lines, disc parking, public parks. Does illegal car parking occur? Carry out a loading and offloading survey to business premises. Are there designated areas for loading? Are there peak times for deliveries? Does loading conflict with pedestrian movement or traffic movement through the town. What improvements would be recommended? Are there proposed road improvements which will address current issues?

Analyse the pedestrian and cycle movement within the town, residential estates, and movement between the town centre and outlying residential area. Study pedestrian and cycle facilities, crossing points, ease of accessibility between residential areas, retail areas, and community facilities. Identify methods to improve existing facilities, cycle ways, increased permeability, improvement of roadways, proposals, and appropriate locations for traffic calming etc.

Retail (Group 2)

Undertake a survey of retail and commercial functions within Carrickmacross. What retail and commercial functions exist in Carrickmacross? Where are these located? Is this typical for a village? Establish the pattern of retail activity in the town. What are the types of retailing, numbers of restaurants pubs etc, floor areas, and location in the context of the town? Describe the nature of the shops, are the shops specialised? How accessible are the shops to the resident population? What car parking do they generate? Are they adequately served with car parking? Are there any retail services missing? Are any of these retail or commercial locations in conflict with other land-uses (e.g. residential)? Are there any vacant retail or commercial units? What is the condition of any vacant units (derelict, ready to occupy)?

Carry out a shop front study. Identify key components of the shop front. Is there a difference between traditional and modern shop fronts? Is there a specific style in shop fronts in Carrickmacross? Does it add or detract from the streetscape? Is it appropriate to the nature of the shop / street? Is there a typical style in the county that is manifested in Carrickmacross? Support with maps, photographs and sketches.

The safe and inclusive town (Group 3)

Carry out a safety audit of the town analysing a number of areas of the town, which pose potential threats to women, children or elderly i.e. unkempt foliage, badly lit areas etc. Are there any areas which feel threatening? Are there safe environments? What makes spaces

threatening/safe, analyse, and demonstrate through plans, photographs and sketches? How could these areas be improved?

Prepare an inventory of education facilities, community facilities, including childcare facilities, facilities for the elderly etc, healthcare infrastructure. Establish deficiencies / scope for additional facilities. Plot on a map, and examine the accessibility of the facilities to the residential population. Is the community active or passive? Is there evidence of community development groups, or very active residents associations?

Identify current standards and recommendations in relation to access for people with disabilities (National Rehabilitation Board recommended standards, and standards outlined in the Building Regulations Access for people with disabilities). Analyse the town in the context of someone with a disability, how easy is it to move through Carrickmacross and to public buildings and spaces in the context of these guidelines. Think of those with different types of disabilities, impaired hearing, sight, movement etc. Is there room for improvement? What are the implications?

Landscape context and open space (Group 4)

Examine the landscape setting for Carrickmacross. With the use of maps and diagrams, illustrate the topographical context of Carrickmacross and its influence on settlement morphology. Describe the surrounding landscape and its key features. Does the surrounding landscape context act as a constraint on future development? Is there a clear separation of town and country? Are there any significant environmental features which are currently protected? Has policy been effective?

Prepare an inventory and analysis of open space provision within Carrickmacross: hard landscaping, soft landscaping, linear spaces, passive and actives spaces, defended / poorly defended spaces, public, semi public, and private spaces, open space networks, permeability of the space, accessibility and relationship of the spaces to users. Analyse open space provision in the context of the development plan. Analyse the distance and walking time to open space from residential areas.

Tourism (Group 4)

Is there a supply of tourist accommodation in the town? What type of tourist facilities exists in the town, accommodation, food and drink, entertainment, leisure, infrastructure, activities and special interest? Is there evidence of any tourism infrastructure (e.g. signage, tourist information, maps)? Are there any tourism opportunities that could be capitalised on? What are the positive and negative impacts of tourism on the town?

Fieldtrip

The fieldtrip to Carrickmacross will take place on Saturday 11th Feb. Attendance is mandatory.

Students may require a second visit to the study site; however, students themselves should arrange this. Please remember that while visiting the study area, you are representing the university, and this should be reflected in responsible behaviour.

Equipment

The following equipment will be required by everyone for the site visit:

- Camera. (One Camera may only be required for each team)
- Range of colour pens / pencils.
- Sketch pad.
- Clipboard.
- Weather protective clothes.
- Student card (for ID).

Timetable and assessment

Timetable

Workshop on townscape analysis	7 Feb
Groups identified and allocated with a town section and thematic area. Maps distributed for fieldtrip	9 Feb
Fieldtrip – town survey	11 Feb
Town analysis	Commences week beginning 13 Feb and continues for 4 weeks
2 week half term break	5 Mar-16 Mar
Presentation	Thurs 22 Mar

Assessment

1. Graphical and oral presentation of urban structure and urban design	Group assessment	25% of overall marks
2. Graphical and oral presentation on urban thematic issues	Group assessment	15% of overall marks

**Note: failure to attend presentation will result in a late submission penalty (unless a medical certificate is presented or extenuating circumstances is granted)

Useful reading:

Ian Bentley at al: Responsive Environments (1985)

Gordon Cullen: The Concise Townscape (1961)

Department of Environment, Heritage and Local Government (2008): Urban Design Manual: A best practice guide (available on www.environ.ie)

Kevin Lynch: The Image of the City (1960)

Project Brief

Final Stage:

'Visioning and Realising'

SWOT Analysis & Final Development Options

Local Planning Studio

BA GPEP Stage 2

Module Coordinator
Dr Mark Scott

Senior Lecturer & Head of Environmental Policy
UCD School of Geography, Planning and Environmental Policy

VISIONING

1. SWOT Analysis

A SWOT analysis provides a summary of the Strengths, Weaknesses, Opportunities and Threats facing the study area. The SWOT analysis is based on the analysis undertaken in previous stages of the project, and provides a basis for 'brainstorming' issues and synthesising findings to date.

The students will be divided into groups and each group will be asked to give a presentation in class on their analysis and to prepare a presentation board.

Outputs: class presentation and 1 presentation board per group [Marks: 5%]

2. Preparation of Vision Statement and Set of Plan Objectives

At this stage, the class group is required to arrive at vision statement and agreed specific objectives for the future development of the town. These objectives are to be reached through a plenary session and group discussion. The specific objectives will be informed by the analysis undertaken in the above stages.

Outputs: Agreed Vision Statement for Carrickmacross and Plan Objectives identified

REALISING

3. Future Development Options

The class will then be divided into teams and each team is required to identify a potential development site, the development of which would facilitate the implementation of a specific objective.

Each team will be required to give outline details of the sites selected, and the potential scope of development of the sites. Students will be required to demonstrate how the development proposals are integrated with the overall objectives for the town, and how they address the key issues raised in the survey and analysis stage of the study. The site details are required to demonstrate how the development of the site would achieve the implementation of the specific objectives.

4. Final presentation

In this final stage, students are expected to present their development options and graphically present their proposals in outline form on presentation boards.

Outputs: final presentation and maximum of two presentation boards per group [Marks: 20%]

Indicative Timetable
27 March	Brief hand out and discussion. Allocation of final groups & commence SWOT
29 March	Continue SWOT
3 April	Present SWOT analysis and class identification of objectives and options
5 April	Commence Work on development options
10 April	Continue work on development options
12 April	Continue to work on development options
17 April	Continue to work on development options
19 April	Final presentation: development options

Groups

Name	GROUP
Breslin, Sean	1
Brown, Simon	1
Britton, Catherine	2
Byrne, Stephanie	2
Casey, Michael	3
Conlon, Sarah	3
Conway, Enda	4
Costello, Eanna	4
Flynn, Emma	1
Maginn, Darragh	1
Lenaghan, Cathal	2
Mulholland, Raymond	2
Mc Guinness, Ciara	3
Mc Grath, Katie	3
Moran, Niall	4
O Rourke, Matthew	4
O Sullivan, Rosemarie	1
Richardson, Conrad	2