

**MODULE GUIDE 21 September 2001 (The original also included references for lectures and seminars)**

**TITLE: LOCAL ECONOMIC DEVELOPMENT**

**MODULE CODE: EL321** **TYPE: Single, non-practical**

**TEACHING TIMETABLE: Semester 1 Monday 16.15 - 18.15 hrs**  
**Room: TC106 (Up staircase by Crit Room) NB Change of Room**

**TEACHING STAFF:** Professor Mick Healey (MJH) (Module Tutor) (QU124) (01242 543364) mhealey@chelt.ac.uk  
James Derounian (JD) (FCQU106a); Dr Phil Gravestock (PJG) (QU120)

**MODULE AIMS:** This module aims to understand the factors influencing the way in which local economies function and change. The focus will be on the recent development of local economies in the UK. The nature of local economies has undergone dramatic changes in the last few decades in response to restructuring by large businesses, the birth and death of small firms and the pattern of inward investment. The module will analyse topics such as the development of science parks, the decline of inner cities, local economic policies, the greening of local economies, and the local economic impact of the expansion of higher education. The differential local impact of changes in particular industries, such as the cultural, financial services and tourism industries will also be examined. The themes of the course will be illustrated by analysing the way in which the development of particular urban and rural economies is affected by the interaction of local, regional, national and global factors.

**Prerequisites** - Any Level 2 Human Geography modules or a suitable Level 2 module from another acceptable Field

**Recommended Prior Study** - EL222 Economic Change and Location

**Status** - Optional for Geography, Heritage Management, Human Geography, Local Policy and Rural Planning

**Context** - This module is designed particularly for those with an interest in economic and social geography, rural and urban studies and the local policy implications of recent economic changes

**TIMETABLE:** (L - Lecture/Tutorial; P - Practical; F - Fieldwork; S - Seminar)

WEEK	STAFF	TOPIC (BY THEME AND TITLE)	TEACHING STYLE
1.	MJH	L1 Main themes and introduction to the module	(L)
2.	MJH	L2 Industrial decline and policy responses in Coventry	(L)
3.	MJH	L3 Changing theoretical perspectives *S1 - London: a global economic centre <b>Submit WWW Group 'Poster' Proposal</b>	(L/S)
4.	PJG	*P1 - Designing a WWW poster ( <b>Room TBA</b> )	(P)
5.	JD	L4 Community Economic Development *S2 - Rural local economic development	(L/S)
6.	MJH	L5 Multi-plant and multinational enterprises *S3 – Service industries and local economic development	(L/S)
7.	MJH	L6 - Small and medium sized enterprises (SMEs) and local economic development *S4 - Higher Education Institutions and local economic development	
8.	MJH	L7 - High technology industries and science parks *S5 - Telecommunications and local economic development	(L/S)
9.	MJH	L8 - Greening local economies *S6 - Tourism and local economic development	(L/S)
10.	JD	L9 - Local authorities and economic development (Guest Lecture) P3 – Local economic development opportunities	(L) (P)
11.	JD	P2 - Winchcombe Town appraisal and community economic development <b>WWW Group Poster to be submitted on disk by Thursday 13 December</b>	(F)
12.	MJH	*S7 - The arts, media and other cultural industries and local economic development	(S)
	MJH	*S8 - Sport and local economic development Module evaluation	(S)

This is a **Category A module under 'The Student's Active Engagement in Learning Scheme'**. There is a **penalty of 5 marks loss from the final module mark per unauthorised absence. All the seminars and the practical in Week 4 are compulsory (\*S/\*P) and a register of attendance will be taken.**

### LEARNING OUTCOMES

**i) Knowledge and Understanding. On completion of the module students will be able to demonstrate that they:**

- a) know the main characteristics of local changes in economic activity and employment in the UK;
- b) are familiar with the main theories which help to explain the development of local economies and understand the main factors which influence the way in which local economies function and develop and how local conditions interact with regional, national and global influences;
- c) are able to apply the factors to understanding the local impact of changes in particular industries and the development of particular local economies;
- d) are familiar with the main central and local government policies which influence local economic development and the ways in which local authorities are attempting to green their economies.

**ii) Skills. On completion of the module students will be able to demonstrate that they:**

- a) are able to discuss the nature and causes of local economic development;
- b) have developed skills in presenting material orally and in the form of a newspaper article
- c) have developed skills in developing a Web-based poster
- d) can work effectively as a member of a group

### TEACHING AND LEARNING

Lectures; tutorial discussions; seminar presentations and discussions.  
Independent reading for the module; Web-based poster; seminar and write up.

### ASSESSMENT

60% CW; 40% examination

**CW** - There are three equally-weighted components: WWW group 'poster'; group oral seminar; individual article based on group seminar. Work submitted should not have been, or will not be presented, for assessment in another module. As long as each component obtains at least 40%, only the best two marks will be counted. Otherwise the average of the three marks will count. Further details of the individual assignments are on the attached sheets. The comments on the assessed work will be available along with the provisional marks for inspection. However, the WWW posters and seminar newspaper articles submitted will be retained for review by the external examiner and returned after the Examination Board via the Assignment Office. Full details of the Assessment Briefs are given at the end of this handout.

**Examination** - Two equally weighted unseen questions from a choice of questions in two hours. Questions will be based on the material discussed in the course including the lectures, seminars, and practicals and fieldtrip.

### BASIC READING LIST

#### (SL - Short Loan)

- Cooke, P (ed) (1990) *Localities: the changing face of urban Britain*. Unwin Hyman, London. 302.26COO  
Gibbs, D C (1993) *The green local economy: building a new local economic environment*. Centre for Local Economic Strategies, Manchester. 333.717GIB  
Goddard, J et al (1994) *Universities and communities*. CVCP, London. 378.103GOD  
Hayter, R (1998) *The dynamics of industrial location: the factory, the firm and the production system*. Wiley, Chichester (SL)  
Healey, M & Ilbery B (1990) *Location and change: perspectives on economic change*. Oxford University Press, Oxford (SL) 330.9HEA  
Healey, M (ed) (1991) *Economic activity and land use: the changing information base for local and regional studies*. Longman, Harlow. (SL) 330.9410285HEA  
Marshall, J N & Wood, P A (1995) *Services and space: aspects of urban and regional development*. Longman, Harlow. 338.4MAR  
Massey, D, Quintas, P, & Wield, D (1992) *High-tech fantasies: science parks in society, science and space*. Routledge, London 306.45MAS.  
Williams, C (1997) *Consumer services and economic development*. Routledge, London. (**Essential reading**) (SL) 338.941WIL

You should regularly scan the contents of appropriate journals, particularly: *Local Economy*; *Regional Studies* (especially Policy Review Section); and *Regions: The Newsletter of the Regional Studies Association*. See

also: *Urban Studies; Environment and Planning A; Planning Practice and Research; Local Government Studies; and Town and Country Planning.*

### ASSESSMENT BRIEF: 1. Group Web Poster

<b>Module code</b>	<i>EL321</i>
<b>Module title</b>	<i>Local Economic Development</i>
<b>Module tutor</b>	<i>Mick Healey</i>
<b>Tutor with responsibility for this Assessment (this is your first point of contact)</b>	<i>As above</i>
<b>Assessment</b>	<i>1. Group Web Poster</i>
<b>Weighting</b>	<i>One of three equally weighted course work exercises. As long as all three obtain at least 40%, only the best two will count.</i>
<b>Size and/or time limits for assessment</b>	<i>The poster should be submitted as an html file on a disk. Text max 1000 words, excludes graphics, tables, photos, links to other Web sites</i>
<b>Deadline of submission (your attention is drawn to the penalties for late submission; see UMS/PMS Handbook)</b>	<i>Thursday 13 December. Penalty for late work as specified in UMS handbook.</i>
<b>Arrangements for submission</b>	<i>E&amp;L Faculty Assignment Room FCH 1.15-4.45</i>

#### The requirements for the assessment

*Prepare, with colleagues in your seminar group, a 'poster' for publication on the WWW on one of the following topics, credit will be given for placing the topic in the context of relevant themes developed in the module:*

- 1 With reference to a specified local economy analyse and account for recent economic changes affecting the area and evaluate the economic development policy responses of the agencies responsible for the area*
- 2 With reference to a particular economic sector or topic area analyse and account for recent changes in its geography and discuss the local economic development policy implications*
- 3 One of the seminar topics which you are not presenting*
- 4 A title relevant to the themes of the module.*

#### Special instructions

**'Poster' Topic Proposal:** *A one-sided word processed proposal on your chosen topic should be submitted by week 3. You should choose local economies, sectors or topics which are distinct from those you are covering in this or other modules you have taken or are taking (eg dissertation). The proposal should cover your title, aims, methods, data sources, and list of at least TEN relevant general and specific references (using Harvard system as detailed in Department Guide). The majority of these references should be additional to ones listed in this Module Guide. It is essential that in addition you also search and include relevant Web sites using relevant search engines (check <http://www.ukonline.gov.uk/> that lists Central and Local Government sites). You should search for and use appropriate articles and books (use bibliographic search tools in library eg GeoBase; and Web of Science (Social Science Citations) - available only via College Computer Network (<http://wos.mimas.ac.uk> Name: cgc001; password: bonsai1628), statistics, newspaper reports, local government and other agency reports and policy documents. For a guide to the information base for local and regional studies see Healey (1991) in basic reading list. If you cannot find sufficient references and Web sites relevant to your topic, change or broaden it.*

**The completed poster** *should be designed for display on the WWW. A training session on authoring for the Web will be given in Week 4. Phil Gravestock will be available to advise groups on technical issues concerned with authoring the Web poster on Mondays from Weeks 5-10 from 15.15 to 16.15. In designing your Web pages look critically at other Web sites and what makes them effective. The poster should be submitted on disk as an html file. The posters will be displayed on the College Web pages at <http://www.chelt.ac.uk/el/philg/hg318/>, where copies of the posters produced by previous year's classes may be found. Check that all the hyper-links are working before submitting the poster.*

## Return of work

The work will be returned with comments via the Assignment Room. The mark given will be provisional subject to the agreement of the external examiner.

## Assessment criteria

The grade descriptors at <http://www.chelt.ac.uk/el/soe/grades/> will be used to inform the marking of the assignment. The 'poster' will be assessed both for content and presentation. Particular attention will be paid to the extent to which the following advice is followed:

The 'poster' should be designed for the Web. There should be an attractive home page with an informative title, the names of the authors, with links to their email addresses, and a list of contents that are linked to the relevant pages. Pay particular attention to ease of navigation between the pages. There should be links to relevant other WWW sites.

The aims of the poster should be clearly stated. Think about screenfuls of material in designing the pages. Avoid overloading with dense blocks of text. Make use of bullet points. Use graphics, tables, and photos where these reinforce the points made. References should be cited, as in a written piece of work, using the Harvard style with a separate page of references at the end. The material should be written for an academic audience. It should be informative and critical and appropriate for final year undergraduate work. Case studies and examples should be included where appropriate. They should be put clearly into a wider context (ie what are they illustrating?).

## ASSESSMENT BRIEF: 2. Newspaper Article

<b>Module code</b>	EL321
<b>Module title</b>	Local Economic Development
<b>Module tutor</b>	Mick Healey
<b>Tutor with responsibility for this Assessment (this is your first point of contact)</b>	As above
<b>Assessment</b>	3. Newspaper Article
<b>Weighting</b>	One of three equally weighted course work exercises. As long as all three obtain at least 40%, only the best two will count.
<b>Size and/or time limits for assessment</b>	Text max 600 words, graphics, tables, photos extra
<b>Deadline of submission (your attention is drawn to the penalties for late submission; see UMS/PMS Handbook)</b>	Within 7 (term) days of the seminar presentation. Penalty for late work as specified in UMS handbook.
<b>Arrangements for submission</b>	Assignment Room FCH 1.15-4.45

## The requirements for the assessment

The seminars will be presented in groups and will be peer-assessed (see Assignment 3). Each member of the group should independently write a 600 word article based on an aspect of the subject of the seminar in a form and style for submission for publication in one of the broadsheet newspapers (eg *The Guardian*, *The Sunday Times*) or weekly journals (eg *The Economist*, *The Times Higher Educational Supplement*).

## Return of work

Comments will be returned in class or via the Assignment Room. The original article will be retained until after the examination board for the external examiner to see. The mark given will be provisional subject to the agreement of the external examiner.

## Assessment criteria

The grade descriptors at <http://www.chelt.ac.uk/el/soe/grades/> will be used to guide the marking of the assignment. The article will be assessed both for content and style. Particular attention will be paid to the following points:

State which paper/journal you are writing for, pay particular attention to headlines, how the writer keeps the attention of the reader, how they use specific examples and how they sustain the argument, how they indicate (or not) sources (eg they do not give a bibliography), and how they end their articles. Look at the way in which tables, figures, and photographs are used to illustrate articles. The main headline for the article should reflect the angle you are taking on the subject.

You should state what role, you the author, are writing in (e.g Industry Correspondent). You can be selective in the issues covered. The key point is to communicate to the readers of your chosen paper in an informative, effective and interesting manner and show that you have a sound grasp of your topic.

### ASSESSMENT BRIEF: 3 GROUP SEMINAR PRESENTATION

<b>Module code</b>	EL321
<b>Module title</b>	Local Economic Development
<b>Module tutor</b>	Mick Healey
<b>Tutor with responsibility for this Assessment (this is your first point of contact)</b>	As above
<b>Assessment</b>	1. Group Seminar Presentation
<b>Weighting</b>	One of three equally weighted course work exercises. As long as all three obtain at least 40%, only the best two will count.
<b>Size and/or time limits for assessment</b>	Allow approximately 20 mins presentation; 20 mins discussion and 5 mins organisation and assessment
<b>Deadline of submission (your attention is drawn to the penalties for late submission; see UMS/PMS Handbook)</b>	Assessed at time of presentation of seminar
<b>Arrangements for submission</b>	

#### The requirements for the assessment

Each seminar will be prepared by a group of three or four students, one of whom should also act as chairperson. All members of the group should be involved in the preparation and presentation of the seminar and handouts. You will have approximately 20 minutes for the presentation, 20 minutes discussion - although this need not be a block at the end, indeed involving the audience in the presentation as you go along can be very effective - and 5 minutes organisation and assessment).

#### Special instructions

The seminar programme is an integral part of the course and is closely linked with the lecture topics. Seminars are an opportunity to develop your skills in the oral presentation of material and the defence of your views. In most careers you will have at various times to present your ideas verbally, for example, at a job interview, a workshop, in a committee or even in a lecture! At other times you may be called upon to chair a meeting. The EL321 seminars will give you an opportunity to practice some of the skills you will need in these different situations.

Seminars are usually very beneficial to the people preparing for presentation, but often are less useful to the rest of the group. This may reflect several things, including the variable quality of the presentations, the perception of the audience that the topics are marginal or supplementary to the course, and the generally passive role given to the audience. To encourage the whole group to take the seminars seriously in EL321 and hopefully also to make the exercise an enjoyable learning experience for all:

- 1 Everyone will be expected to read one of the key references (K) on each seminar topic.
- 2 The presenters should read ALL the references under the seminar topic. Credit will be given where appropriate relevant additional material is used.
- 3 The presenters and chairperson should provide a handout for the presentation which identifies the structure of the talk and lists the key points under each heading. This summary should be word processed and should be a maximum of two pages long.

To emphasise that you are taking the exercise seriously the presenters should dress appropriately for the occasion!

### Chairing the seminar

The task of the chairperson, as well as contributing to the presentation, is to keep the session to time, to encourage the rest of the group to participate in the discussion, and to keep the debate focused on the topic in question. It is essential that the chair takes control of the meeting and stands up at the front to introduce the session, run the proceedings and organises the discussion. The session only ends after the Chair has thanked the participants and declared the seminar finished.

### Encouraging discussion

It may help to identify (on an overhead transparency) a set of questions and topics for discussion, which relate to the key readings and to points made in the presentation. Arranging for the initial debate to occur in small groups with a spokesperson for each group reporting back to the class as a whole is another idea. This can work particularly well if the groups have different tasks, for example, some groups are asked to make a case for a proposition, while others are asked to make a case against. Organising a discussion part way through a seminar presentation can also work well, for example, by holding a "brain storming" session about the next topic you are going to present. The ideas can then be compared with yours.

By organising the seminars in this way it encourages everyone to participate and take advantage of the potential of the group for development and mutual support.

### Hints on presentation

In preparing the talk pay particular attention to the following points:

- i Most students attempt to say too much. Time only permits a précis of the main points with very brief references to examples and evidence. A maximum of one or two sides of writing on A4 paper is all that can be covered in 10 minutes. You will need to go slowly. Try to talk to the audience, make eye contact. **Above all else avoid reading out an essay.** A talk needs to be structured differently from an essay. Sentences are shorter, more links are made between sections. There are more recaps.
- ii The introduction makes clear the structure of the talk. Key points are emphasised by repetition in different words. It helps if the first sentence of each major section states the main assertion/finding and the rest of the section refers very briefly to the evidence/an example. The findings of each section should be summarised. The conclusion should bring together the main findings of the talk and relate them explicitly to the title of the seminar. Try to end on a high point rather than fade out. A good guide is to say what you are going to say, say it, and then summarise what you have said.
- iii The headings under which the talk should be given along with the diagrams, tables, and maps are duplicated before the talk and/or put on overhead transparencies or as part of a PowerPoint presentation. A table summarising the data on which papers are based and their main findings can be very helpful. This enables the talk to concentrate on evaluation and comparison rather than description of findings.
- iv Appropriate use of visual aids can make or break a presentation. At the very least clearly presented OHTs should be used (tables from texts rarely make good transparencies as they are too detailed, it is usually better to extract key information or simplify the table). PowerPoint presentations can be very effective (though avoid ones with all the bells and whistles with material appearing from all directions; however, much fun this may be for you, the audience tends to concentrate on the technology rather than what you are saying!). Slides and brief extracts from videos can also contribute to an interesting and informative presentation .
- v The findings should be carefully précised and integrated. A PAPER BY PAPER SYNOPSIS IS NOT SUFFICIENT.
- v A critical evaluation and comparison of the findings and conclusions of the papers should be attempted.

### Return of work

The presentations will be assessed at the time they are given. Feedback comments will be given.

### Assessment criteria

The grade descriptors in the Field Handbook will inform the marking of the assignment. The emphasis of the assessment will be on the effective presentation of the material to the rest of the class. All present will be involved in the peer assessment; the tutor's mark will counted in the same way as the other members of the class. The specific marking criteria are given in the proforma below.

## PEER GROUP ASSESSMENT OF ORAL PRESENTATIONS

**Title:**

**Presenters (Group Number):**

**Date:**

Everyone (in the audience) should give a score to each of the categories below using the following scoring system:

0, 1, 2, 3, 4, 5 where 0 is unsatisfactory and 5 is exceptional

The total marks should reflect the honours degree classifications:

< 40: fail; 40-49: third; 50-59: 2.2; 60-69: 2.1; 70+: 1<sup>st</sup>

Hence 2s and 3s should be the most common scores awarded

### CATEGORIES

1. Voice clearly audible, lively and varied, and maintained eye contact .....
2. Delivery at appropriate speed and kept to the time limit .....
3. Visual aids (and handouts) used effectively and appropriately .....
4. Material clearly explained .....
5. Appropriate coverage, level of detail and integration .....
6. Showed critical appreciation of subject .....
7. Account logical in sequence with appropriate introduction and conclusion ....
8. Maintained audience interest .....
9. Group responded well to questions .....
10. Overall impression that group had sound grasp of topic.....

Total =

Total x 2 = %

The strongest points about the presentation were:

The presentation would have been even better if: