

Future Planning Strategies & Contextual Analysis

ACBA 7004

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Prifysgol Cymru
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Course Schedule



Week	Date	Topic	Lecturer	Pre-Lecture preparation
1	03/10/23	Principles of Environmental Policy	AF	
2	10/10/23	Reviewing environmental assessment articles	AF	Selecting EIA article before Week 2 lecture
3	17/10/23	Fundamentals of EIA	AF	
4	24/10/23	Future strategies to sustainable policies	AF	
5	31/10/23	Introduction to planning	AF	
6	07/11/23	Examples of practice	AF	
7	14/11/23	EIA and SEA work in practice	AF	
8	21/11/23	Examples in the marine environment	AF	
9	28/11/23	Future planning strategies	AF	
10	05/12/23	Coordination of environmental planning and policy	AF	
11	12/12/23	Fundamental considerations and applications	AF	
	19/12/22	CHRISTMAS BREAK		
	26/12/22			
	02/01/24			
12	09/01/24	Assignment clinic and policy communication	AF	
	09/01/24	Report due: Environmental Impact Assessment Review (Journal) (70%)		
13	16/01/24	Sustainable urban planning	AF	
14	23/01/24	Conference Presentation	AF	
	23/01/2024	Deadline: Conference Journal (10%), Deadline Conference Presentation (20%)		
15	30/01/24		AF	
16	06/02/24		AF	

Learning Outcomes

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Demonstrate an in depth understanding of the environmental implications of developing strategic policies and plans.
- Analyse environmental policies based on contextual analysis.
- Critically assess policy formulation and implementation.
- Consider the ramifications of policy on the environment and associated economy.



Outline

- **The Future is....**
- **What is analysis?**
- **Contextual analysis**
- **Conceptual lenses**
- Future planning (seminar)



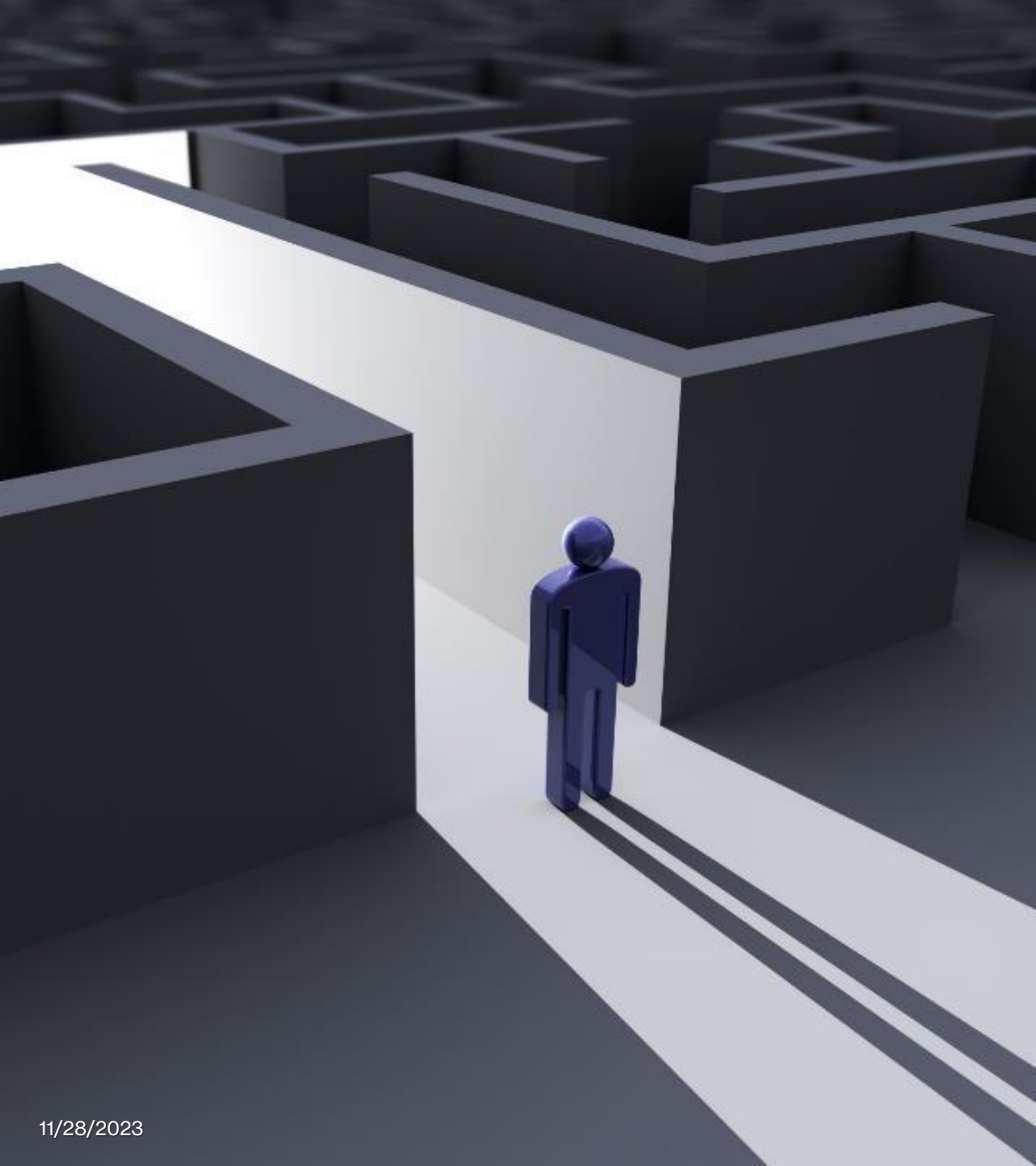
Ministry of Housing,
Communities &
Local Government

White Paper

PLANNING FOR THE FUTURE

White Paper August 2020

- Planning for the Future: planning policy changes in England in 2020 and future reforms
- House of Commons Library (parliament.uk)

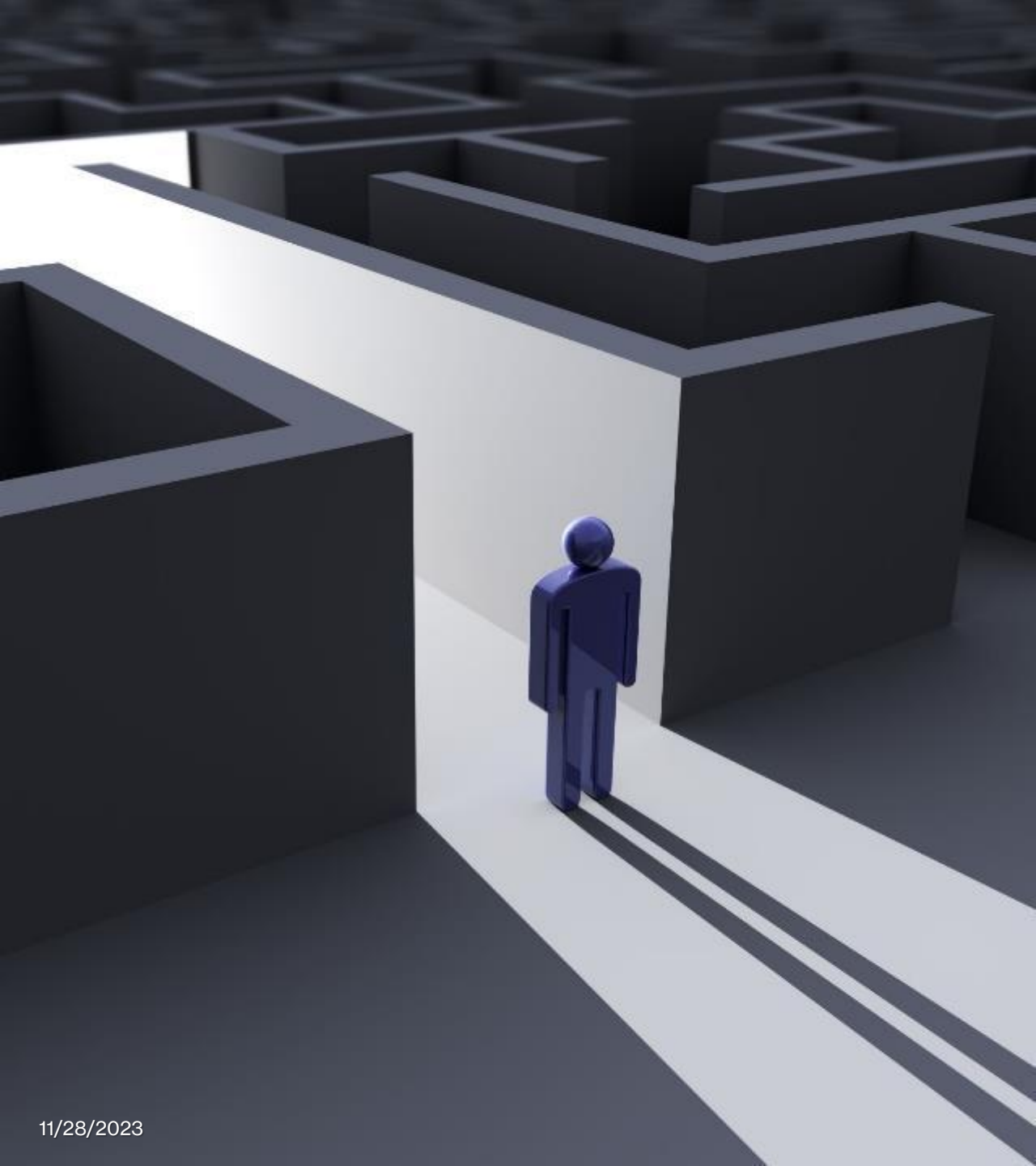


The future is....

Envision your own future success.
Think forward 10 years and to accept that they have achieved their personal and professional aspirations.

Describe:

- What they do • Where they live • What they are planning to do for their next holiday • What the next week at work holds for them



The future is....

The age of extinction
Wildlife

Boris Johnson says newts are a drag on the UK's economy. Here's why he's wrong

Last week the PM claimed conservation causes construction delays - but newts are not the pantomime villains developers would have us believe

The age of extinction is supported by

the
guardian
.org

About this content



Patrick Greenfield

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Fri 10 Jul 2020 15:00 BST



No pantomime villain ... an adult male great crested newt. Photograph: James Grundy/Freshwater Habitats Trust/PA

Linger in the shallows of a south Norfolk pond, voracious amphibians are resting ahead of a night gorging on slugs, worms and insects. The pool network, long grasses and shrubs in Silfield newt reserve are a perfect habitat for the great crested newt - the pantomime villain for housing developers.

The future is....

Epoch or event? Defining the Anthropocene – Physics World

The future is....

Anthropocene – the current geological era, during which human activity is considered to be the dominant influence on the Earth's climate, environment and ecology.

The future is....

Many of these changes will persist for millennia or longer, and are altering the trajectory of the Earth system, some with permanent effect

International Commission on Stratigraphy's Anthropocene
Working Group

The future is....

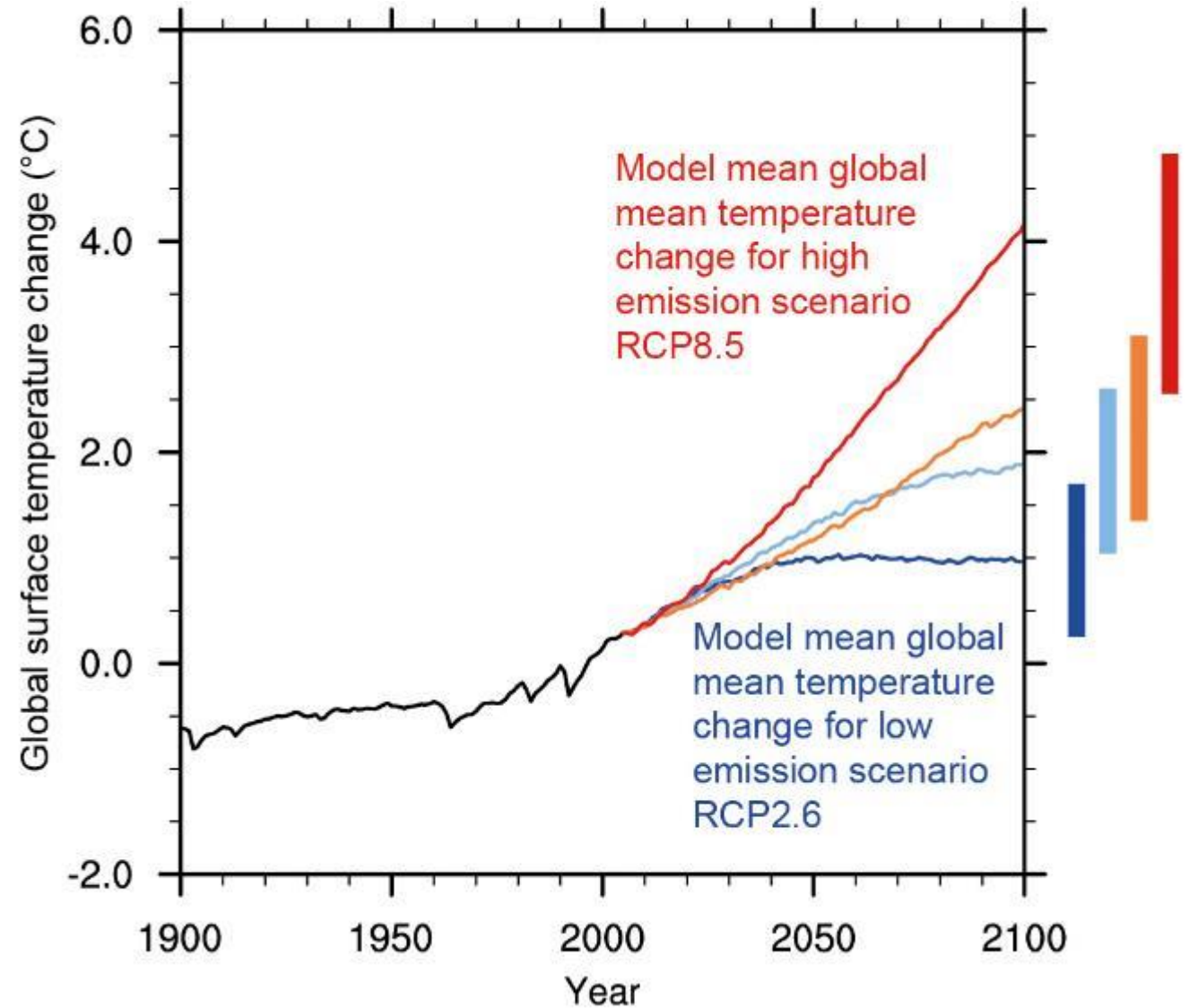
Suggested Reading:

[The future of 'environmental' policy in the Anthropocene: time for a paradigm shift \(uwtsd.ac.uk\)](#)

The future is....

Observed and projected changes in global average temperature under four emissions pathways. The vertical bars at right show likely ranges in temperature by the end of the century, while the lines show projections averaged across a range of climate models. Changes are relative to the 1986-2005 average. Source: [IPCC, 2013](#)

[Future of Climate Change | Climate Change Science | US EPA \(chicago.gov\)](#)





Activity

On the whiteboard, write a list of key concerns about the future (from an environmental planning and policy perspective)

(Order them in terms of agreed importance). 10 mins



Activity

Write 1 paragraph to explain why you think the top item is the most important.

(Order them in terms of agreed importance). 10 mins

Terms

- Strategic foresight
- Systems thinking
- Evaluation
- Analysis
- Critical analysis
- Contextual analysis
- Discourse analysis

Terms

- Strategic foresight - Strategic foresight is a structured and systematic way of using ideas about the future to anticipate and better prepare for change (OECD)
- Systems thinking - an approach to problem solving which takes into account the overall system as well as its individual parts
- Evaluation - the making of a judgement about the amount, number, or value of something; assessment
- Analysis - detailed examination of the elements or structure of something
- Contextual analysis - Contextual analysis is the process of breaking down a complex issue or problem in order to better understand it
- Discourse analysis - a research method for studying written or spoken language in relation to its social context



Analysis in report writing

Interpretation Techniques
for Looking Below the
Surface

Understanding Analysis



Critical analysis

Why be critical?

As a student in higher education, you are expected to develop a critical approach to your studies it helps:

- build your **knowledge** and **understanding**
- improve your idea development and problem-solving skills

Becoming skilled in critical analysis takes time, however it is a transferable skill for life



What does it mean to be critical?

Analysing and **evaluating** the credibility of:

- sources of information
- evidence
- ideas and viewpoints (including your own)
- practices/approaches (including your own)

But
remember...

to be critical can also mean identifying positive elements



Analysis is...

“More than just a set of skills, analysis is a frame of mind, an attitude toward experience. **It is a form of detective work that typically pursues something puzzling, something you are seeking to understand rather than something you are already sure you have the answers to.** Analysis finds questions where there seemed not to be any, and it makes connections that might not have been evident at first.”

(Rosenwasser and Stephen, 4)

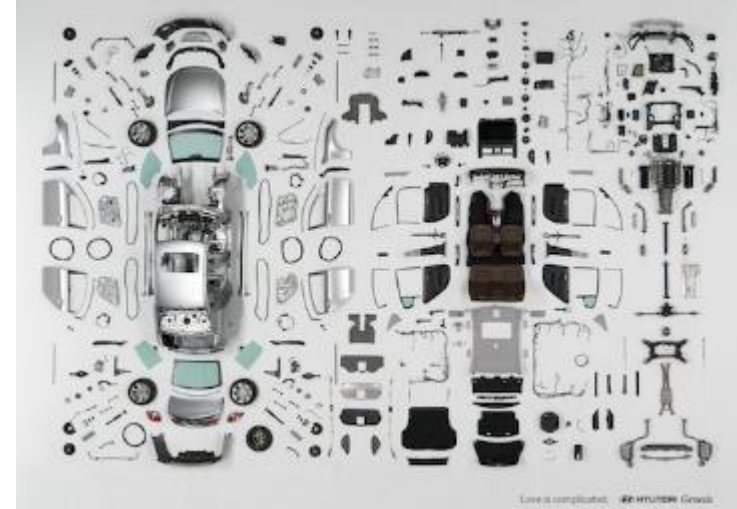
[ACBA7004: Rosenwasser and Stephen - Analyses handout \(uwtsd.ac.uk\)](https://www.uwtsd.ac.uk/handout/ACBA7004-Rosenwasser-and-Stephen-Analyses-handout)

Rationale for understanding analysis: Composition and Communication

- Typical Learning Outcomes highlight the need to:
- Develop arguments
- Analyse
- **Demonstrate an in depth understanding**
- **Analyse environmental policies based on contextual analysis.**
- **Critically assess policy formulation and implementation.**
- **Consider the ramifications of policy on the environment and associated economy.**

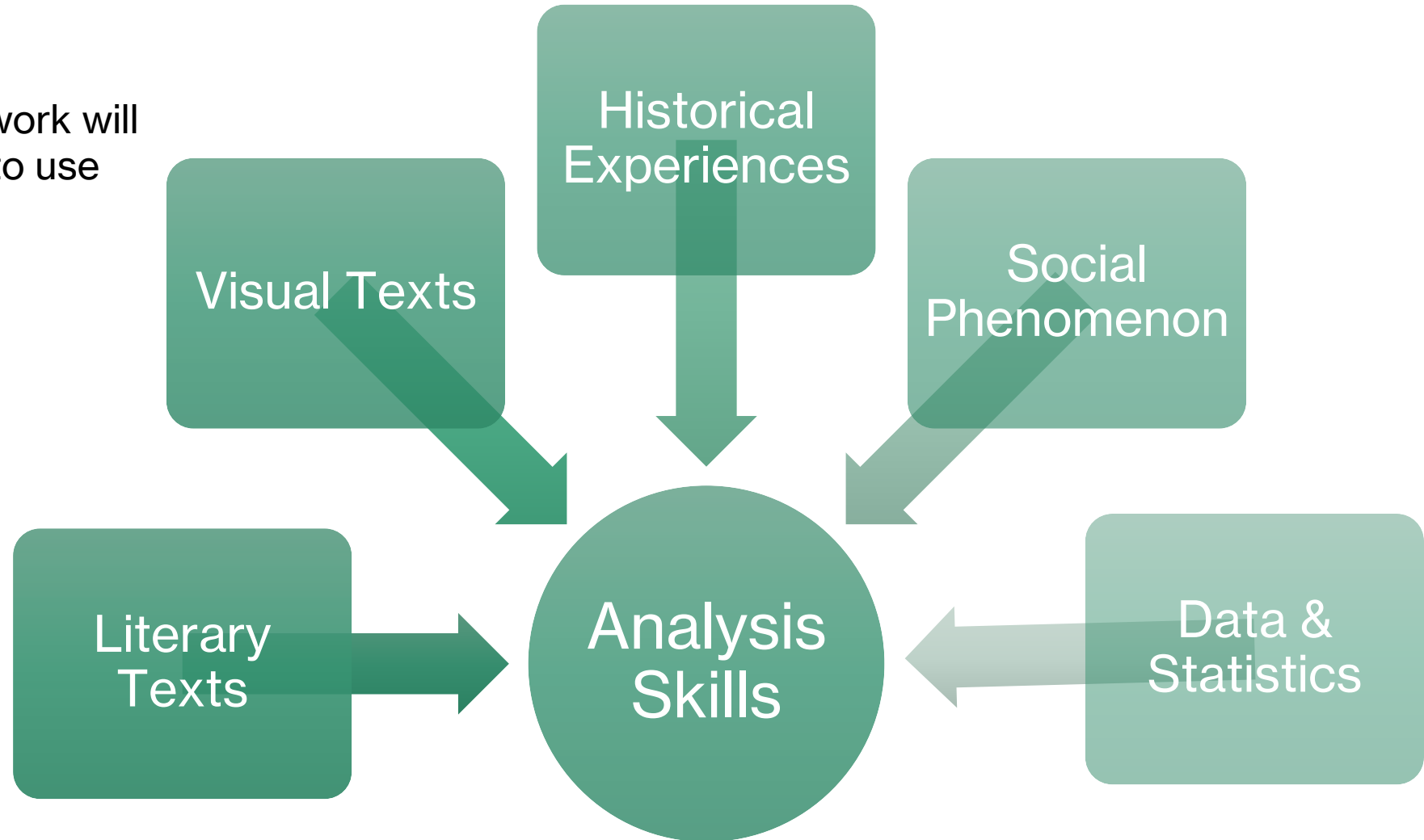
Defining Analysis

Breaking a text down into its varied components to see how each piece works and contributes to the text's meaning or purpose.



Rationale: Academic Situations

Other classwork will
require you to use
analysis



Rationale: Beyond the Classroom

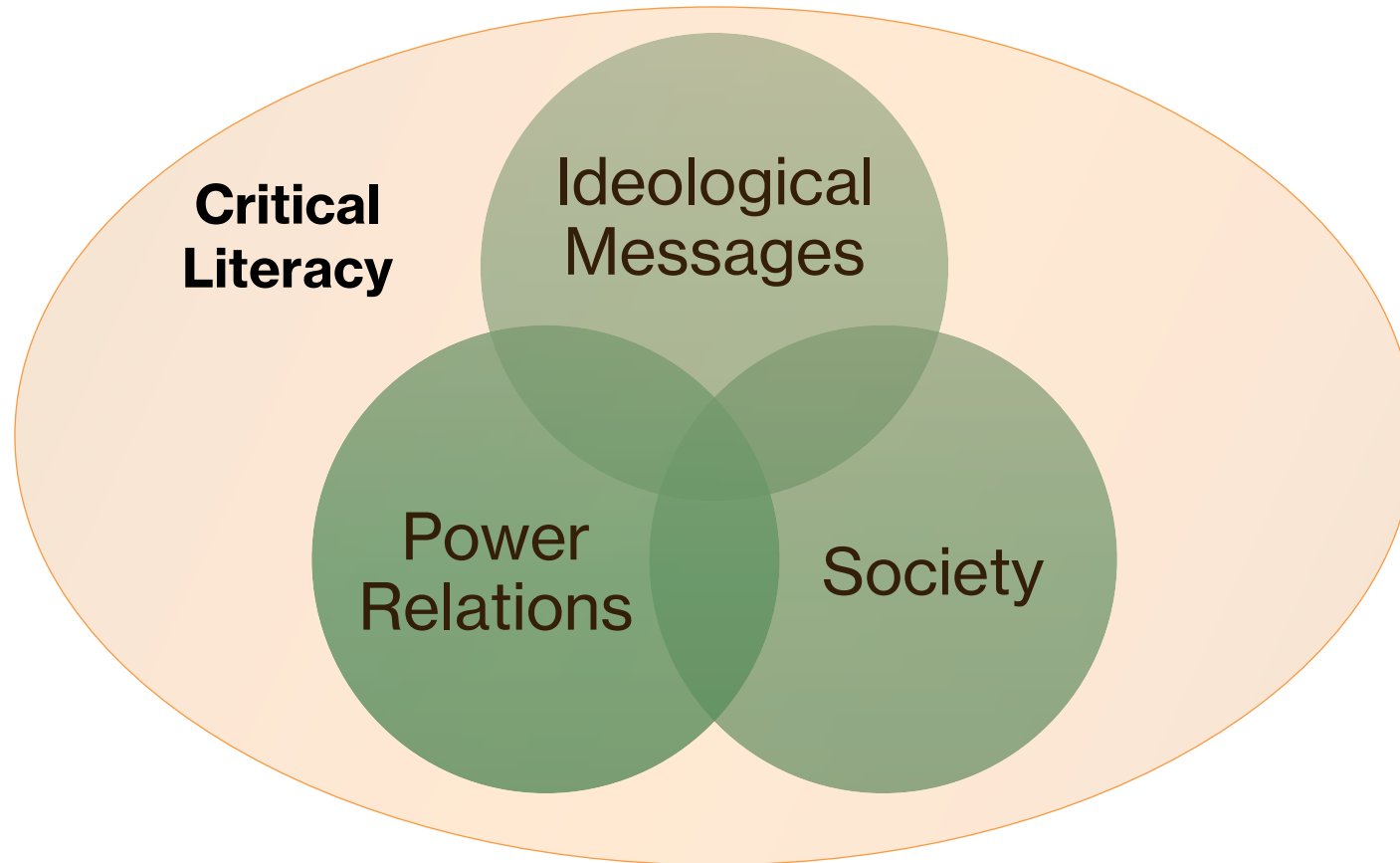
We are surrounded by texts that send an ideological message. That message takes place within, is shaped by, and serves to shape social and political existence.

That existence is based on relations of power involving gender, race, sexuality, class, inequality, etc.

Critical literacy involves recognizing the variety of texts that require an exploration of power and ideology. Critical literacy requires analysis skills and means awareness and the ability to negotiate cultural circumstances that define our lives.

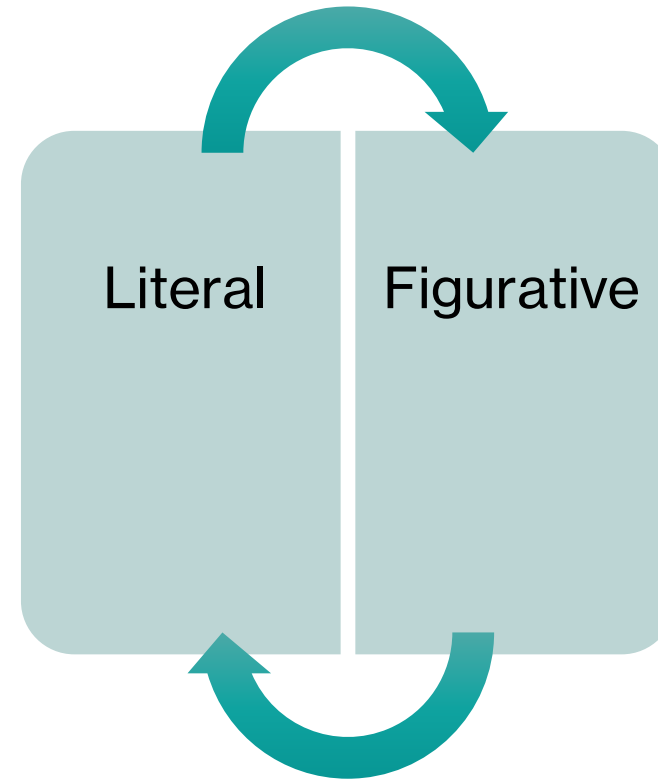


Rationale: Beyond the Classroom



Analysis thought process

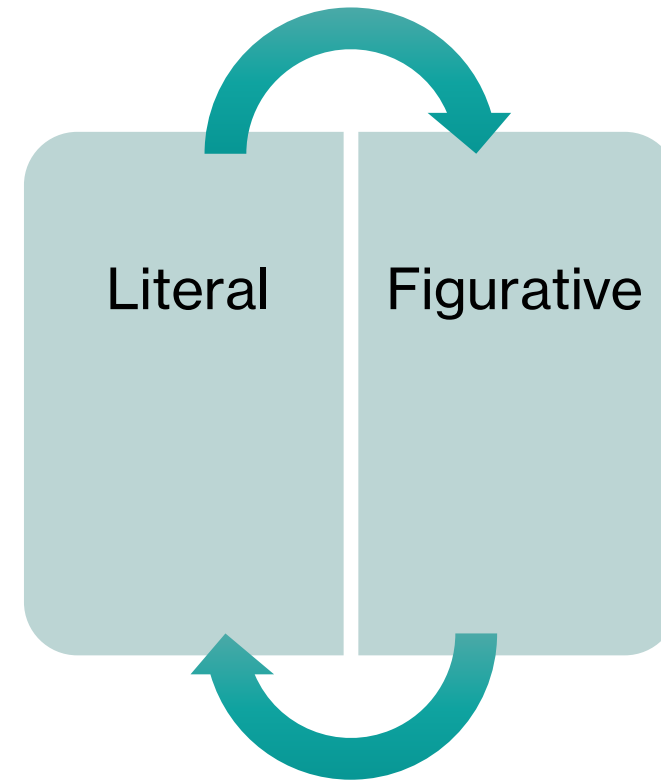
Language comprehension
occurs on two
interconnected levels:



Analysis thought process

Language comprehension
occurs on two
interconnected levels:

Literal language means exactly what it says,
while figurative language uses similes,
metaphors, hyperbole, and personification to
describe something often through comparison
with something different.



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The future is....

Analysis thought processes

On some levels, we analyze automatically, as part of our basic comprehension, whenever we use language. If we break down this process using language as an example, we can see how analysis works and apply that to any type of text.



Achieving analysis

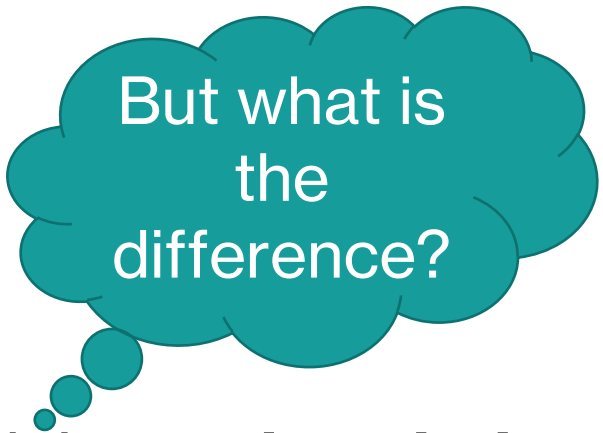
There are five moves that analysis involves:

- ▶ Suspend judgment
- ▶ Look for patterns to discern context
- ▶ Define significant parts and how they're related
- ▶ Make the implicit explicit
- ▶ Keep reformulating questions and explanations

Achieving Analysis: Tips

- Analysis can be seen as an argument in that it makes a claim or gives an opinion about the communicator's interpretation. **With any good argument, then, you must prove your point with reasons and evidence that support the claim.** In other words, you have to show the audience how you came to this interpretation in a way they can follow and, hopefully, come to the same interpretation or at least believe yours.
- There are many different ways to interpret, ranging from the obvious to the outlandish. If you try to think of a few different ways that something could be interpreted, and address or refute those ways in your own analysis, you will make a stronger point and also prove a more credible analyzer.

You may hear your lecturers say...



But what is
the
difference?

... that you or someone else's work is too **descriptive**
and that it needs to be more **critical or analytical**

Difference between being descriptive and critical

	Describing (descriptive)	move towards	Analysing (critical / analytical)
	Stating what happened	→	Identifying the significance of what happened
	Noting the method used	→	Indicating whether or not the methodology is suitable
	Listing details	→	Evaluating the significance of details
	Stating links between items	→	Showing the relevance of links between items
	Stating when something happened	→	Identifying why timing is important
	Stating options	→	Evaluating the options and stating which should be selected

Questions to ask and answer to help you be more critical

	Describing	move to	Analysing	Questions
	What happened	➡	Identifying significance	Why is what happened important/relevant?
	Noting method	➡	Method suitable?	What could be improved or should be questioned ?
	Listing details	➡	Evaluating significance of details	What do the details tell us?
	Linking items	➡	Relevance of linking items	Why should items be linked?
	Stating when	➡	Identifying why timing's important	What is the historical significance ?
	Stating options	➡	Evaluating options and stating which to select	What options are the most valid and Why ?

Questioning Sources

Who?

authors /
academics

What

?
claims
made

Where?

location of
research

When
?

historical
context

Why?

rationale
for the
argument

How?

methodological
issues

Moving beyond describing to analysing

Analysis and criticism = informed judgment or interpretation

A critical researcher is always **questioning** - nothing is taken for granted

Each criticism must be supported by evidence

Rhetorical Analysis

- Rhetorical Analysis can be defined as an *effort to understand how people attempt to influence others through language and more broadly every kind of symbolic action* – not only speeches, articles and books, but also architecture, movies, television shows, memorials, Web sites, advertisements, photos and other images, dance and popular songs.



Textual Analyses

- Textual Analysis concentrates more on texts than on contexts. They typically use rhetorical concepts to analyze the features of texts.
- It focuses on mainly what's written/being stated and doesn't focus on external influences.

- Contextual Analysis focuses on reconstructing the cultural environment, or context, that existed when a particular event took place.
- Contextual Analysis regards communications as anything, but self contained.

Contextual analyses

Use both for an Effective Analysis

- But we should emphasize that these two approaches to rhetorical analysis are not mutually exclusive.
- Textual analysis and contextual analysis inevitably complement each other.



Take a break

10 mins

An abstract graphic of a network or web structure, composed of numerous white dots (nodes) connected by thin white lines (edges). The nodes are distributed across the frame, with a higher density in the upper right and lower right areas, creating a sense of depth and connectivity. The background is a solid dark blue.

Future Planning

Environmental Planning and Policy



What is foresight?

- [COP28: UAE planned to use climate talks to make oil deals - BBC News](#)

Strategic foresight

- Cook et al.

Table 1. The six steps of strategic foresight and how these steps relate to other descriptions of the process^a

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Source
Setting the scope	Collecting inputs	Analyzing the signals	Interpreting the information	Determining how to act	Implementing the outcomes	As defined above: approaches to the practice of strategic foresight
Scoping	Gathering information	Spotting signals Watching trends	Making sense	Agreeing a response		Horizon Scanning Centre [27], [1]
Framing	Scanning	Forecasting	Visioning	Planning	Acting	[12]
Mapping	Anticipating	Timing	Deepening	Creating alternatives	Transforming	[58]

^aThe table contrasts the different ways in which the process of strategic foresight is described by different groups, relative to the approach outlined in Approaches to the practice of strategic foresight (above). The tools associated with each stage in the process are described in supplementary material online ([Table S1](#)).



- **#1 item on your list**
- **Transition to Net-Zero for Wales**
- **Water pollution in the UK**
- **Flooding in the UK**
- **Immediate ban on using petrol/diesel vehicles**
- **or**

Choose a topic collectively

Choose a topic collectively

A Green Future: Our 25 Year Plan to Improve the Environment

11/28/2023

25 Year Environment Plan

Our 25-year goals

By adopting this Plan we will achieve:

1. Clean air.
2. Clean and plentiful water.
3. Thriving plants and wildlife.
4. A reduced risk of harm from environmental hazards such as flooding and drought.
5. Using resources from nature more sustainably and efficiently.
6. Enhanced beauty, heritage and engagement with the natural environment.

In addition, we will manage pressures on the environment by:

7. Mitigating and adapting to climate change.
8. Minimising waste.
9. Managing exposure to chemicals.
10. Enhancing biosecurity.

Our policies

We will take action on a number of fronts, looking to join up policies in a way that maximises benefits and value for money. We have identified six key areas around which action will be focused. These are:

- Using and managing land sustainably ([chapter 1](#)).
- Recovering nature and enhancing the beauty of landscapes ([chapter 2](#)).
- Connecting people with the environment to improve health and wellbeing ([chapter 3](#)).
- Increasing resource efficiency, and reducing pollution and waste ([chapter 4](#)).
- Securing clean, productive and biologically diverse seas and oceans ([chapter 5](#)).
- Protecting and improving the global environment ([chapter 6](#)).

Strategic foresight

- Cook et al.

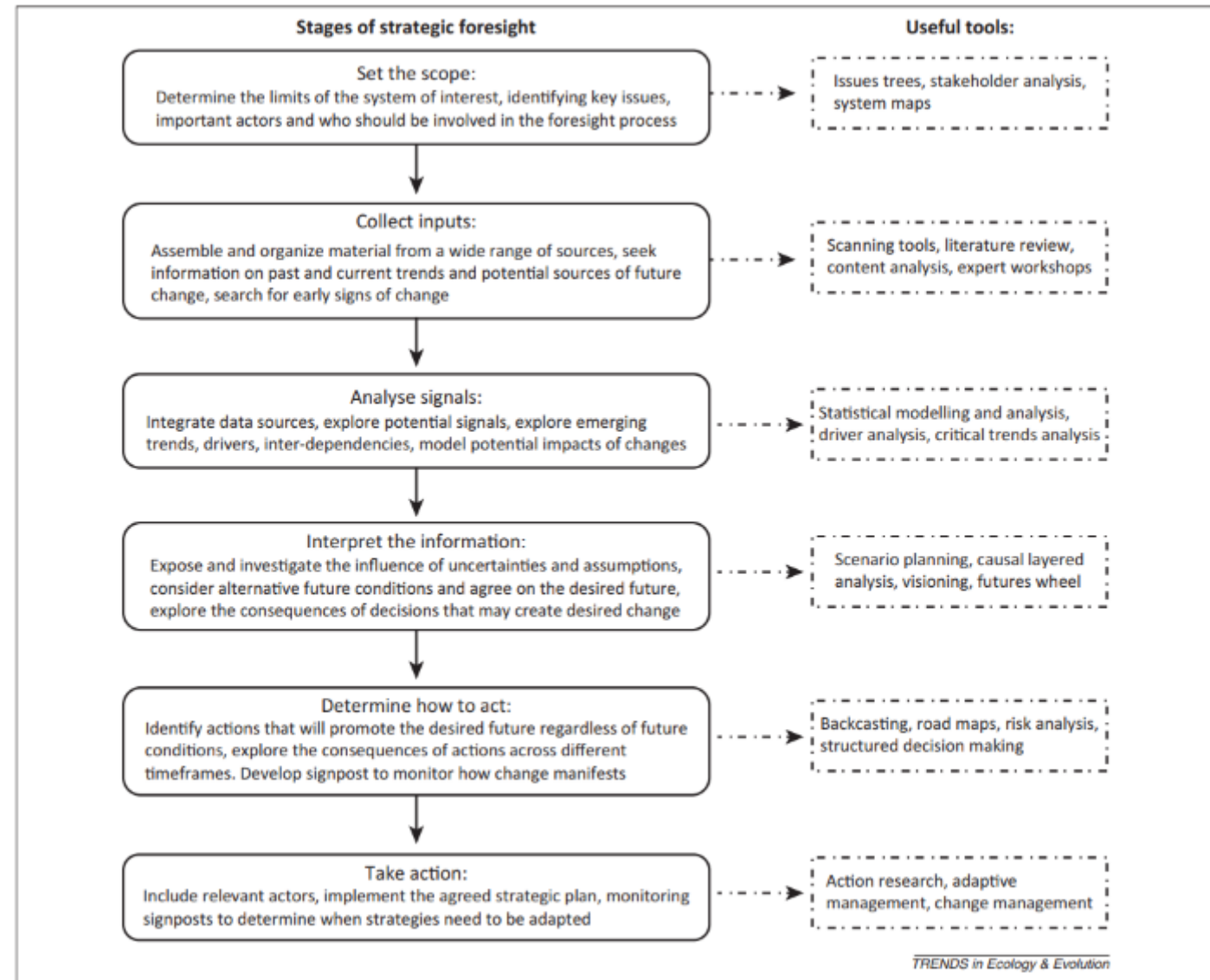


Figure 1. The six stages of the strategic foresight process and some of the many tools that can be used to assist at each stage. Descriptions of each of these tools and key references can be found in supplementary material online (Table S1).

Futures toolkit

4. Using the toolkit

Introduction

The Toolkit contains 12 tools, organized into four categories and described in detail in the relevant chapter.

There are four tools for **gathering intelligence about the future**

➔ Chapter 6

- Horizon Scanning
- 7 Questions
- The Issues Paper
- Delphi

There are two tools for **exploring the dynamics of change**

➔ Chapter 7

- Driver Mapping
- Axes of Uncertainty

There are three tools for **describing what the future might be like**

➔ Chapter 8

- Scenarios
- Visioning
- SWOT Analysis

There are three tools for **developing and testing policy and strategy**

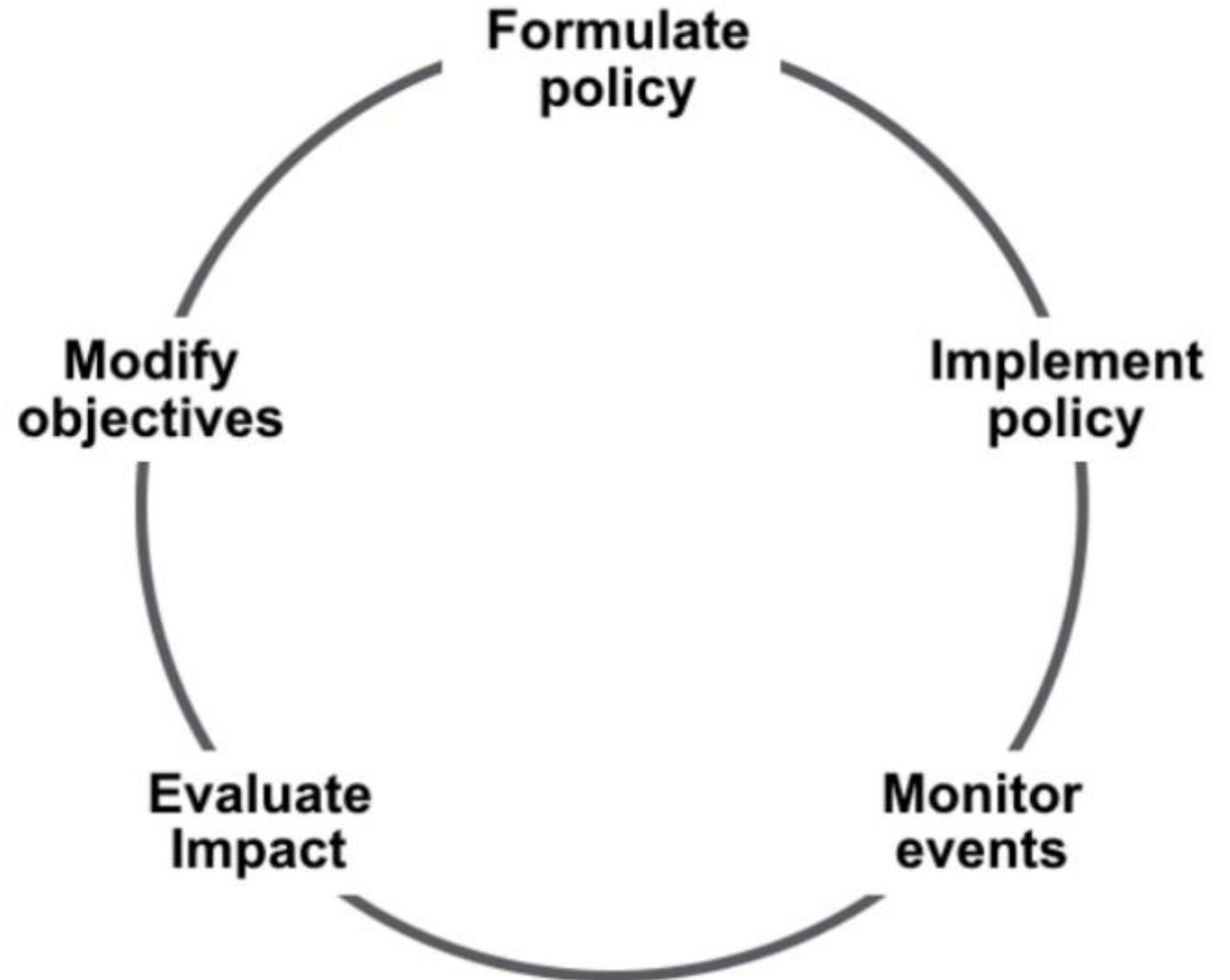
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- Backcasting
- Roadmapping

The tools are summarised in the tables on pages 9 to 12. The relationship between the different categories is presented graphically in the icon map on page 13.

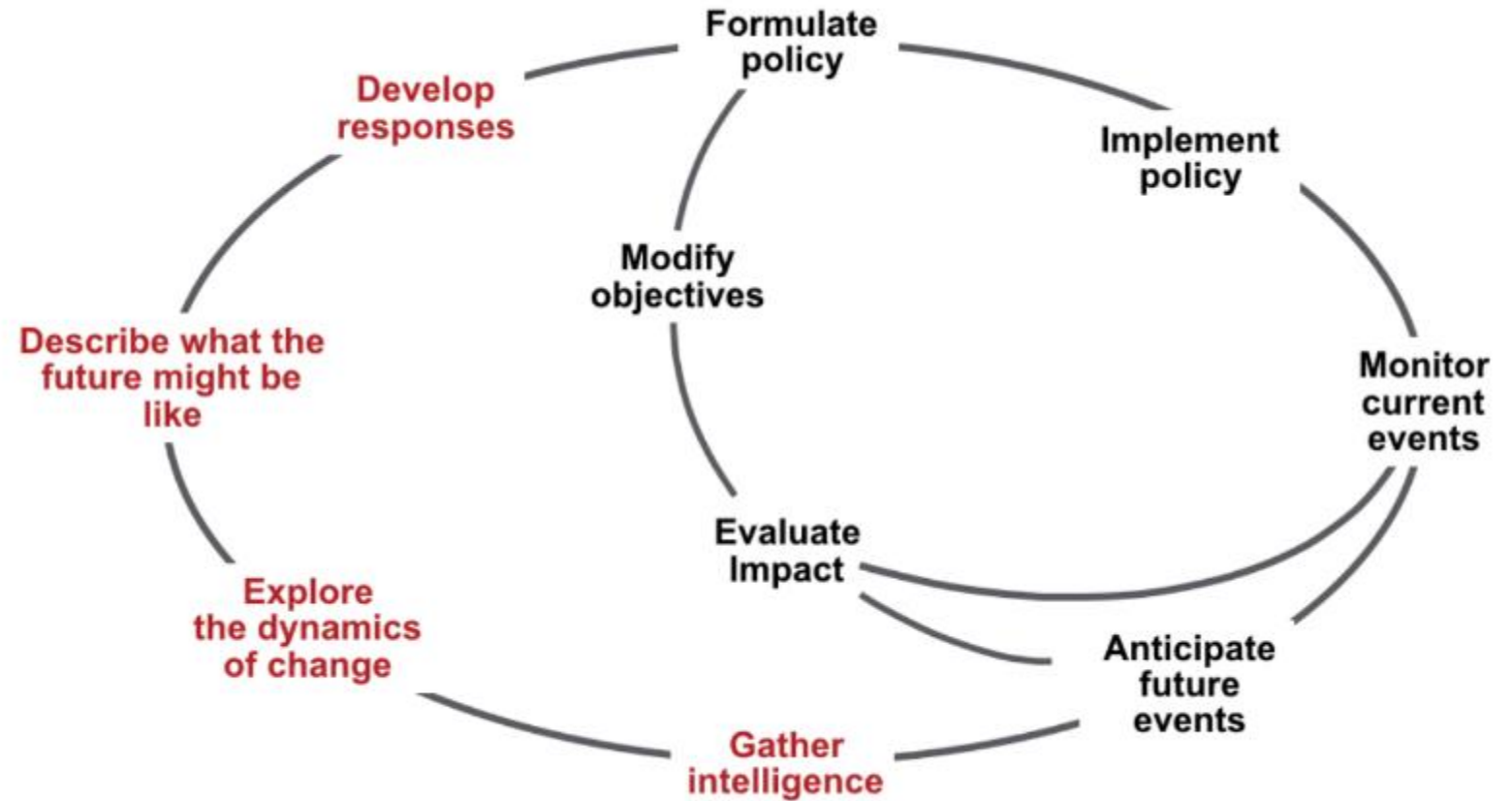
Future for Policy

- Illustrative policy cycle



Future for Policy

- The futures bridge in the policy cycle

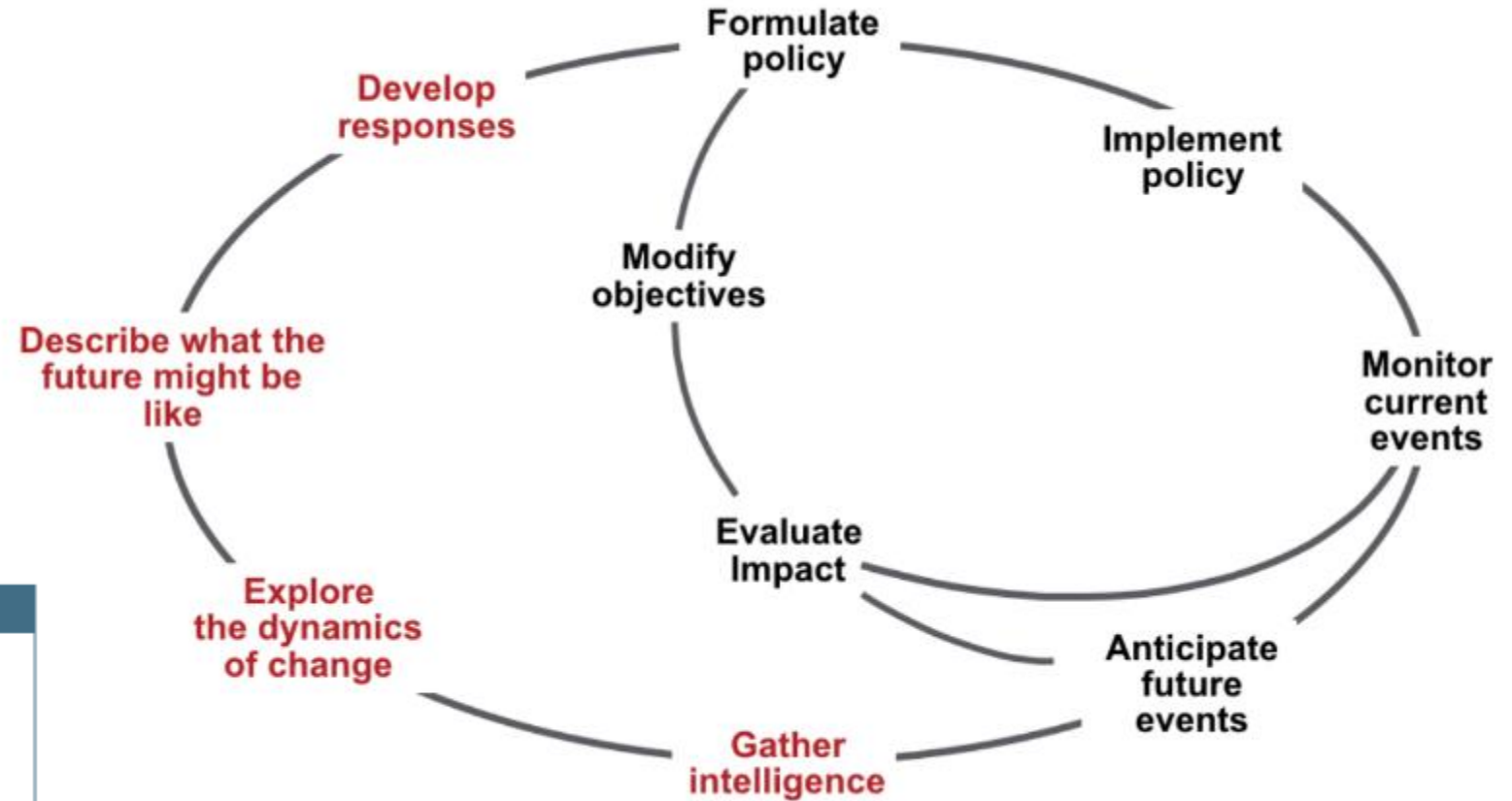


Future for Policy

- The futures bridge in the policy cycle

Tools for exploring the dynamics of change

Tool overview	Use it to	Time required
 Driver mapping is used to identify the political, economic, societal, technological, legislative and environmental (PESTLE) drivers shaping the future policy environment	- identify drivers shaping the future - identify which drivers are most important for the future of the policy area or strategic endeavour - distinguish between certain and uncertain outcomes resulting from the action of drivers	1.5 to 2 hours in a workshop setting 45 to 60 minutes for a small team discussion
 Axes of uncertainty are used to define the critical uncertainties for the policy area in the future and to frame the scenarios	- characterize the nature of the critical uncertainties facing the policy area in the future - agree which critical uncertainties are most important - create a meaningful and focused scenario matrix	90 minutes



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7 Questions

- 1. What would you identify as the critical issue for the future?
- 2. If things went well, being optimistic but realistic, talk about what you would see as a desirable outcome.
- 3. If things went wrong, what factors would you worry about?
- 4. Looking at internal systems, how might these need to be changed to help bring about the desired outcome?
- 5. Looking back, what would you identify as the significant events which have produced the current situation?
- 6. Looking forward, what do you see as priority actions which should be carried out soon?
- 7. If all constraints were removed and you could direct what is done, what more would you wish to include

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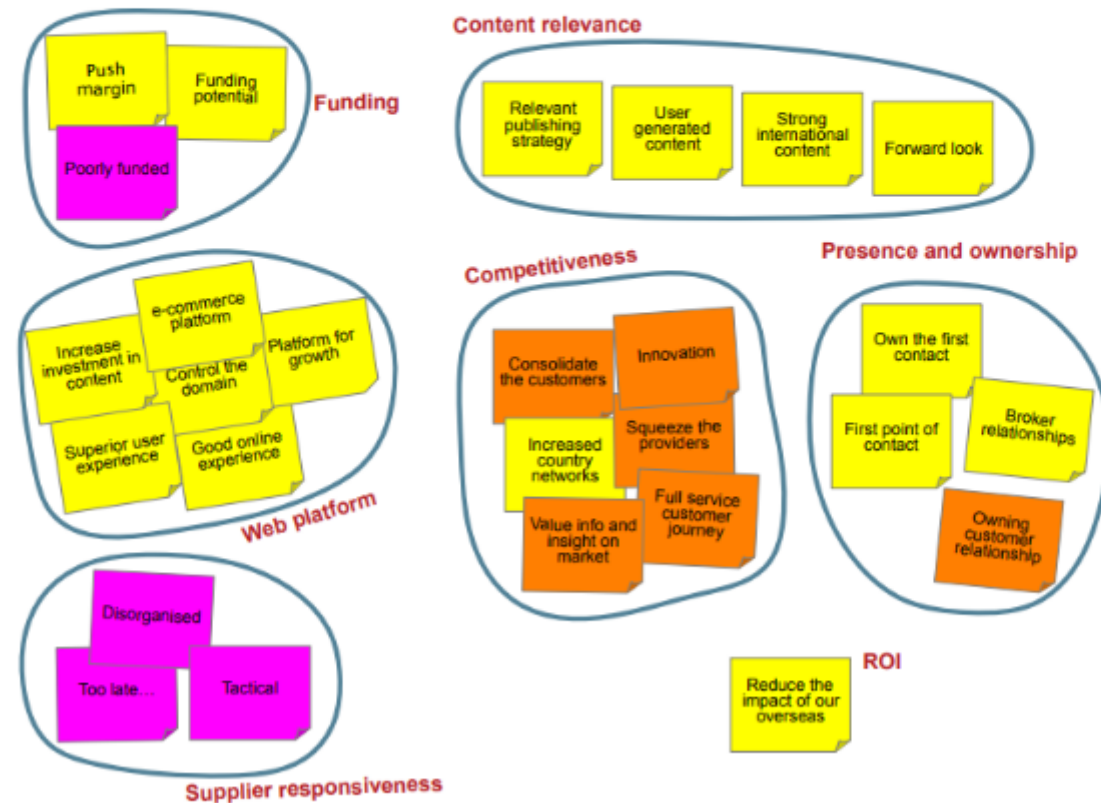
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Driver Mapping

An alternative method to mapping the drivers

If you want to use a different approach in the **Map the drivers** step, ask the group to cluster their drivers rather than map them on the importance and certainty matrix. To do so, groups should

1. Cluster drivers in related themes
2. Name each cluster
3. Identify the driver in each cluster that is (as required) the **most important** critical uncertainty or the **most important** predetermined element.



Driver Mapping

Axes of Uncertainty

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Visioning

- The tool has three main steps:
- **Step 1:** (Optional) Present the output from previous relevant work such as Horizon Scanning or 7 Questions
- **Step 2:** Describe the vision of success
- **Step 3:** Agree the current reality and define the steps required to deliver the vision

Visioning

- The questions are:
- 1. What have we achieved?
- 2. Who are our stakeholders? How have they benefited from what we've done?
- 3. What are we most pleased about?
- 4. What arrangements (procedures, structures or decision-making processes) have we put in place to make sure the project is sustained?
- 5. How are we measuring progress and success?
- 6. Is there anything we still need to tackle?
- 7. What are the challenges we face now?
- 8. What have we learned from our successes and failures

SWOT

Strengths	Weaknesses
Opportunities	Threats



SWOT Analysis

SWOT Analysis identifies the relevant Strengths, Weaknesses, Opportunities and Threats. Strengths and weaknesses are internal factors that need to be taken account of when developing policy or strategy. Opportunities and Threats are external factors that need to be considered

- Aims:**
- ➊ To identify what needs to be done to capture and build on opportunities
 - ➋ To identify what needs to be done to mitigate threats
 - ➌ To identify internal priorities and challenges

Approach: Primarily a workshop/group discussion tool, but can support desk research

Participants: Best developed with those involved in developing policy or strategy

Number: 6 or more

Timing: 60 minutes

Facilitation: Novice

Output: Analysis of the issues facing the policy or strategy team going forwards

Outcome: Clear insight into the shifting dynamics in the external environment and what they mean for the policy area

- Good for:**
- ➊ Deciding what to prioritise in the policy or strategy area
 - ➋ Identifying barriers to success
 - ➌ Identifying emerging opportunities

Risk: Low

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Backcasting

The Approach

Backcasting is an effective way of connecting a given future to the present and identifying what needs to be done to deliver it. The process is similar to the second stage of Visioning – ‘Agree the current reality and define the steps to deliver the vision’ – but focuses more on the role of external stakeholders in making the future happen.

Participants work backwards from the future and identify the key steps, events and decisions that will make it happen. One particular focus of Backcasting is to identify what lies within the control of the policy and strategy makers – and can therefore be delivered – and what lies outside their control and therefore needs to be managed.

The tool has 6 steps:

Step 1: Introduce the preferred future (not required if it was developed by the group)

Step 2: Identify the key differences between the present and the preferred future

Step 3: Build a timeline that sets out the key changes needed to move from the present reality to the preferred future

Step 4: Identify which changes are in your control and which aren't

Step 5: Identify what you need to do to deliver the steps that are in your control

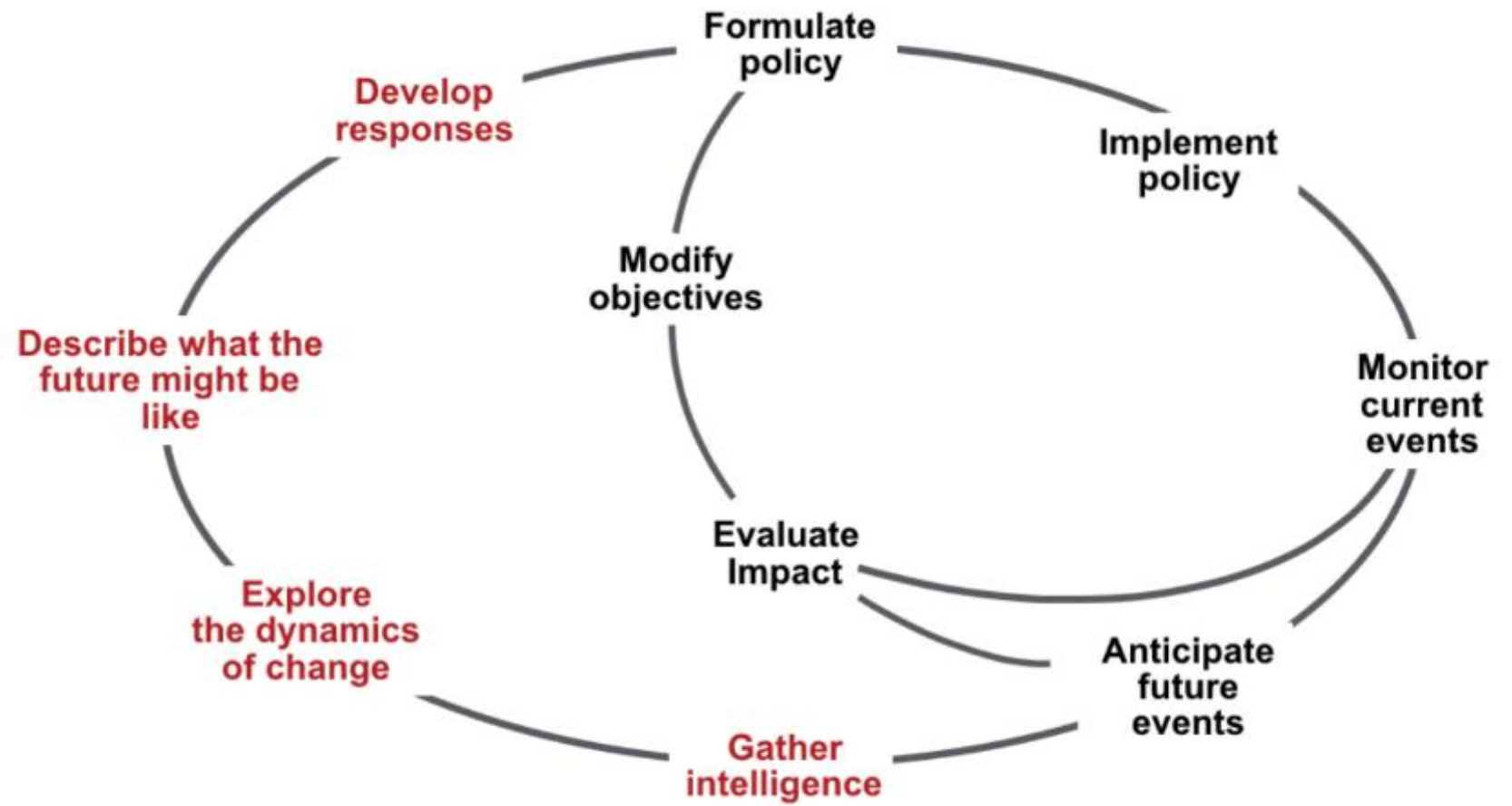
Step 6: Identify how you can influence or facilitate the steps that are outside your control

Introduce the preferred future

30 minutes

Deliver a short presentation that explains:

- how the future was developed
- who was involved
- its key characteristics and outcomes





Activity

Testing the Futures Toolkit for your key topic. As a group, carry out the future toolkit process for the topic of your choice.

Each take the lead to conduct an activity

Present your findings + Summarise process

(1hr, 30mins)



Take a break

10 mins



Activity

Swap written paragraphs and provide feedback on the paragraph (due next week)

(10 mins)

Next week

- Coordination of environmental planning and policy

Contextual analysis to evaluate texts

Contextual analysis to evaluate texts

- A **contextual analysis** is simply an analysis of a text (in whatever medium, including multi-media) that helps us to assess that text within the context of its historical and cultural setting, but also in terms of its textuality – or the qualities that characterize the text as a text. A contextual analysis combines features of formal analysis with features of “cultural archeology, ” or the systematic study of social, political, economic, philosophical, religious, and aesthetic conditions that were (or can be assumed to have been) in place at the time and place when the text was created. While this may sound complicated, it is in reality deceptively simple: it means “situating” the text within the milieu of its times and assessing the roles of author, readers (intended and actual), and “commentators” (critics, both professional and otherwise) in the reception of the text.
- A contextual analysis can proceed along many lines, depending upon how complex one wishes to make the analysis. But it generally includes several key questions:

Contextual analysis to evaluate texts

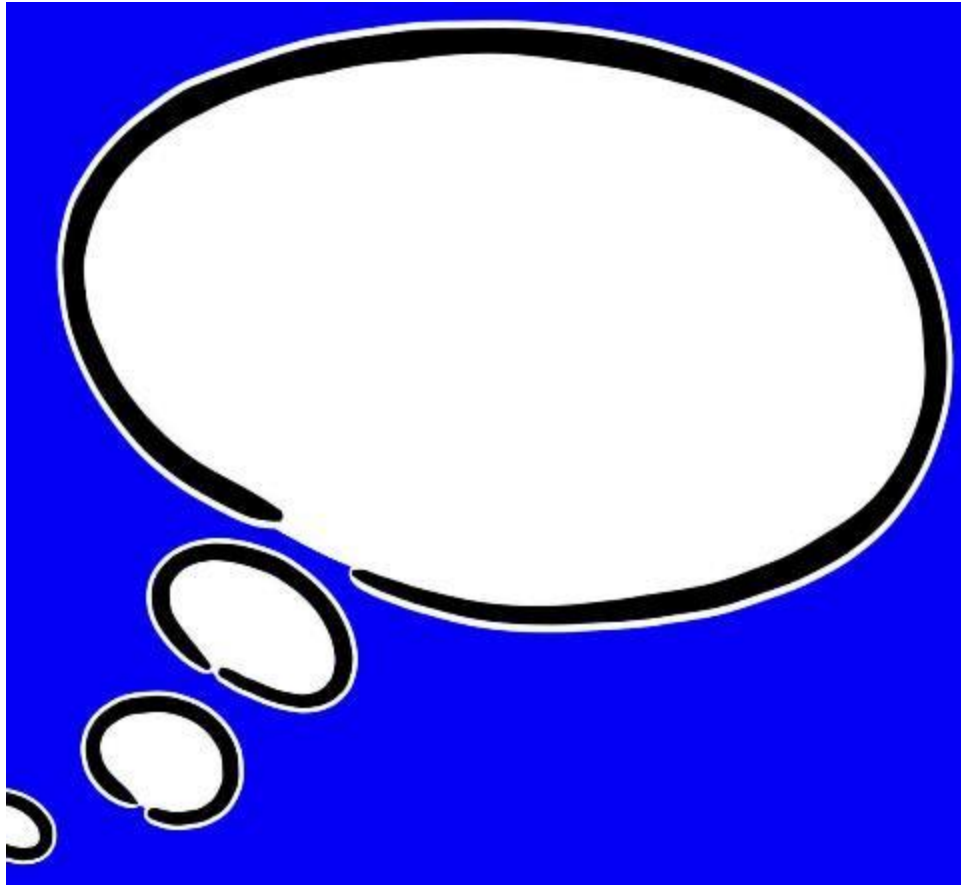
1. What does the text reveal about itself as a text?

– Describe (or characterize) the language (the words, or vocabulary) and the rhetoric (how the words are arranged in order to achieve some purpose). These are the primary components of style.

Contextual analysis to evaluate texts

. What does the text tell us about its apparent intended audience(s)?

- What sort of reader does the author seem to have envisioned, as demonstrated by the text's language and rhetoric?
- What sort of qualifications does the text appear to require of its intended reader(s)? How can we tell?
- What sort of readers appear to be excluded from the text's intended audiences? How can we tell?
- Is there, perhaps, more than one intended audience?



Contextual analysis to evaluate texts

- . What seems to have been the author's intention?** Why did the author write this text? And why did the author write this text in this particular way, as opposed to other ways in which the text might have been written?
- Remember that any text is the result of deliberate decisions by the author. The author has chosen to write (or paint, or whatever) with these particular words and has therefore chosen not to use other words that she or he might have used. So we need to consider:
 - what the author said (the words that have been selected);
 - what the author did not say (the words that were not selected); and
 - how the author said it (as opposed to other ways it might or could have been said)

Contextual analysis to evaluate texts

4. What is the occasion for this text? That is, is it written in response to:

- some particular, specific contemporary incident or event?
- some more “general” observation by the author about human affairs and/or experiences?
- some definable set of cultural circumstances?



Contextual analysis to evaluate texts

5. Is the text intended as some sort of call to – or for – action?

- If so, by whom? And why?
- And also if so, what action(s) does the author want the reader(s) to take?



Contextual analysis to evaluate texts

- **6. Is the text intended rather as some sort of call to – or for – reflection or consideration rather than direct action?**
- – If so, what does the author seem to wish the reader to think about and to conclude or decide?
- Why does the author wish the readers to do this? What is to be gained, and by whom?

Contextual analysis to evaluate texts

- **. Can we identify any non-textual circumstances that affected the creation and reception of the text?**
- – Such circumstances include historical or political events, economic factors, cultural practices, and intellectual or aesthetic issues, as well as the particular circumstances of the author's own life.