



## MODULE SPECIFICATION

| Part 1: Information       |                                            |                    |                                        |
|---------------------------|--------------------------------------------|--------------------|----------------------------------------|
| Module Title              | People and Planning                        |                    |                                        |
| Module Code               | UBGLX9-15-1                                | Level              | Level 4                                |
| For implementation from   | 2020-21                                    |                    |                                        |
| UWE Credit Rating         | 15                                         | ECTS Credit Rating | 7.5                                    |
| Faculty                   | Faculty of Environment & Technology        | Field              | Geography and Environmental Management |
| Department                | FET Dept of Geography & Environmental Mgmt |                    |                                        |
| Module type:              | Standard                                   |                    |                                        |
| Pre-requisites            | None                                       |                    |                                        |
| Excluded Combinations     | None                                       |                    |                                        |
| Co- requisites            | None                                       |                    |                                        |
| Module Entry requirements | None                                       |                    |                                        |

| Part 2: Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Overview:</b> The module will provide an opportunity to identify, and develop practical experience, in creating some of the engagement tools that are used in contemporary practice today. This activity will be combined with broader skill development around effective writing, verbal communication, individual reflection and visual presentation.</p> <p><b>Educational Aims:</b> Planning in the UK was created with strong democratic governance, with democratic approval being embedded into the decision making processes associated with both plan-making and development management. While achieving representative democracy remains a key objective for government, effort has also been directed to generating greater levels of participative democracy within planning itself. The 1969 report 'People and Planning' outlined a strategy for encouraging greater openness and involvement across the system, principles that have been maintained and strengthened over the last forty years. Local planning authorities across the UK are characterised by the considerable effort that they now direct towards facilitating and documenting engagement activity, while developers are also encouraged (and increasingly required) to ensure that their development proposals are developed in collaboration with the community. Charity organisations (such as the National Trust) are also very active in forging links between the different communities they work with and the planning objectives they might have.</p> <p>Developing and implementing a successful engagement strategy inevitably takes time and, in</p> |

## STUDENT AND ACADEMIC SERVICES

many cases, significant resource. Consequently, despite the many benefits that greater involvement can bring (such as delivering better schemes and possibly faster decisions), actions for encouraging greater inclusiveness are often at odds with measures to streamline and 'speed up' the planning system. For instance, despite the recent promotion of localism and introduction of statutory neighbourhood plans, equally recent measures to extend permitted development rights and to fast track major infrastructure projects have led to contrary accusations about 'local say' being challenged.

A variety of engagement techniques now exist, with these being applied in a variety of scenarios either independently or in combination. Although these tools are becoming increasingly sophisticated and innovative, a continuing challenge is for them to become appealing and accessible to all members of society. Targeting so-called hard to reach groups, such as the young, remains a key goal for those seeking to encourage collaboration.

In light of this context, the module focuses on the relationship between people and planning. It outlines why society (in the broadest sense) should become involved and how plans and projects can be positively shaped in response to these interactions. In addition to presenting the case for planning, the module also identifies the actors, stakeholders and policy arenas that are, or should be, involved. The module identifies the type attitude that different groups tend to have and how the planning system, through advocacy and effective negotiation, is intended to establish some common ground. As part of this, students will be asked to consider the role of the professional planner, including the role for professional ethics.

The concept of engaging with a 'community' is deconstructed, with the module exploring some of the debates about what a community is, and what its role should be in the planning system. Similarly, the module will also encourage academic debate and discussion around other important terms such as: 'equality', 'neighbourhood', 'involvement', 'participation' and 'engagement'.

The module will highlight the importance of getting to know a community and its constituents and will provide some important points concerning the need to physically appraise, and collect appropriate data, in order to develop a comprehensive baseline about a community's form, history, opinion and future direction. Not only is this intelligence central to establishing an effective rapport with the community, it is also important for developing suitably responsive proposals and for assessing the performance and impact of engagement activity.

The programme to which this module contributes has been developed with reference to the Royal Town Planning Institute spatial planning learning outcomes as set out in the RTPI (2012) Policy Statement on Initial Planning Education (online):

SP1. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks.

SP2. Generate integrated and well substantiated responses to spatial planning challenges.

SP3. Reflect on the arguments for and against spatial planning and particular theoretical approaches, and assess what can be learnt from experience of spatial planning in different contexts and spatial scales.

SP4. Demonstrate how efficient resource management helps to deliver effective spatial planning.

SP5. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.

SP6. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change.

SP7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process.

SP8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.

## STUDENT AND ACADEMIC SERVICES

SP9. Explain the principles of equality and equality of opportunity in relation to spatial planning in order to positively promote the involvement of different communities, and evaluate the importance and effectiveness of community engagement in the planning process.

SP10. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.

SP11. Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.

SP12. Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership skills.

SP13. Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.

The spatial planning learning outcomes have been mapped to the module learning outcomes in terms of where they are introduced, consolidated, or assessed as follows:

MO1 introduces SP3 and SP6  
MO2 introduces SP5  
MO3 introduces SP10  
MO4 introduces and assesses SP9  
MO5 introduces SP12 and SP13  
MO6 introduces and assesses SP11

Contribution to the Master of Planning/ Master of Planning (Geography) specialism

Both of the programmes above include a defined specialism around the theme of 'delivery and implementation' which responds to an important strand of the planning school's philosophy, i.e. helping to ensure projects and plans happen. The specialism starts in years one and two but is consolidated (and assessed) at levels three and four where greater emphasis is given to exploring some of the key theories relating to implementation. The programme approaches the specialism from a range of scales, both geographically but also in terms of the size and complexity of the project and plan.

The specialism encapsulates a number of key objectives, namely to ensure that projects and plans are:

Clearly defined and justified

Presented holistically, in order that common agendas can be developed and wider benefits pooled

Developed in collaboration with the public and other key stakeholders

Well-designed in aesthetic and visual terms, in order that they can be assimilated, and add-value, to the environment in which the policy or plan is proposed

Suitably project-managed to ensure projects and plans are delivered on time and at cost

Appraised in sustainability terms to ensure that possible impacts are recognised at an early stage of project design, and appropriate mitigation applied

Financially viable, with risks appropriately identified and accounted for

Supported by an appropriate delivery vehicle

Deliverable, by virtue of adhering to relevant legislation

## STUDENT AND ACADEMIC SERVICES

Monitored and reviewed to ensure that relevant aims and objectives have been appropriately targeted

The following delivery and implementation specialism objectives have been mapped to the module:

1. Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning. (Introduced)
2. Evaluate the social, economic, environmental and political context for the area of specialism. (Introduced)
4. Demonstrate the relationship within a spatial planning context of the particular area of specialism to other specialist areas of expertise. (Introduced)
5. Demonstrate the type and quality of skills that would be expected of a graduate from this specialism undertaking the practice experience period of the APC. (Introduced)
6. Assess the contribution of the specialism to the mitigation of, and adaptation to, climate change. (Introduced)

Transferable skills developed through the module will include:

Introduction to literature research and review

Presentation techniques, both in terms of delivering a verbal presentation and in graphic design

Using digital data sources such as digimap and community data bases (such as electoral registers) to obtain data about who to consult

Working effectively in and with groups

Being aware of, listening to and evaluating the opinions and values of others (by participating in a role play exercise).

**Outline Syllabus:** The syllabus will cover the following themes:

The purpose and principles for effective planning, with emphasis given to defining key terms such as inclusion, citizenship, identity, diversity and equality

The definition of different interest and policy groups and integrating these together through the planning process

Changing institutional arrangements - governance, partnership working, power sharing, theory of collaborative planning, implications for how stakeholders will become involved

Theories and debates concerning the definition and delineation of 'communities' and 'neighbourhoods'

Developing the aims and objectives for an effective community/stakeholder and political engagement strategy

Acquiring and critically reviewing information about a community and the stakeholders and actors it supports

Strategies for involving hard to reach groups

Capacity building for effective involvement

Acting upon, and documenting, engagement activity

## STUDENT AND ACADEMIC SERVICES

Skills for promoting effective engagement and involvement

**Teaching and Learning Methods:** Standard contact of 3 hours per week during a single semester, together with field work in the local community.

Contact time: 50 hours

Assimilation and development of knowledge: 55 hours

Assessment and assessment preparation: 45 hours

Total: 150 hours

Scheduled learning includes lectures, seminars, workshops and demonstration master classes as well as local field work.

Independent learning includes essential and recommended reading (5.5 hours per week = 55 hours) and preparing for and completing assessment (4.5 hours per week = 45 hours).

### Part 3: Assessment

The module assessment is based on 'visits' and 'experiences' during the course of the module.

The assessment strategy offers a variety of assessment in order to respond to different learning styles.

Component (A) will comprise:

An individual role-play scenario presentation (10 minutes) submitted via Blackboard. Each individual will be allocated a 'actor' role that they will need to engage with. There will be a reflective aspect to the presentation. Students will record audio of their spoken content and embed this into powerpoint slides.

Component B will comprise:

Engagement Strategy Posters

This will require individual students to prepare an engagement strategy for encouraging future thinking about the neighbourhood visited during the course of the module. Students will need to present their work as four integrated posters which will need to introduce the area and record the neighbourhood's strengths and weaknesses. They will also need to outline the groups and stakeholders to be involved in future engagement and present ideas for the type of tools and techniques that will need to be adopted for encouraging interaction and involvement. The posters are submitted via Blackboard.

Formative support

The module team will provide guidelines concerning the type of performance, and the type of outputs, demanded by the module. Graphical support will be provided to help with the design and format of the posters.

Designing out plagiarism

The module's assessment has been designed to minimise plagiarism. For example, in the role play, each student will be given a scenario and role individual to them. Similarly, in relation to the posters, the chosen neighbourhood will be individual to the cohort.

Education for Sustainable Development

The module provides a significant contribution to the ESD on the basis that community engagement is a key goal for empowering and inspiring change towards more positive outcomes. Recognising the diversity of a community is a key goal for planners and designers.

| First Sit Components       | Final Assessment | Element weighting | Description                                                                       |
|----------------------------|------------------|-------------------|-----------------------------------------------------------------------------------|
| Presentation - Component A |                  | 50 %              | Individual presentation relating to a role-play exercise (10 minutes per student) |
| Poster - Component B       | ✓                | 50 %              | Engagement strategy (poster presentation)                                         |

## STUDENT AND ACADEMIC SERVICES

| Resit Components           | Final Assessment | Element weighting | Description                                                                      |
|----------------------------|------------------|-------------------|----------------------------------------------------------------------------------|
| Presentation - Component A |                  | 50 %              | Individual presentation (10 minutes) based around the initial role-play exercise |
| Poster - Component B       | ✓                | 50 %              | Engagement strategy (poster presentation)                                        |

| Part 4: Teaching and Learning Methods                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------|-----|
| Learning Outcomes                                                                                                                                                                                         | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Reflect on the arguments for and against planning and the different positions that communities and stakeholders can take in approaching planning matters</td> <td>MO1</td> </tr> <tr> <td>Explain the political and ethical nature of planning, including how planners work effectively within democratic decision-making structures</td> <td>MO2</td> </tr> <tr> <td>Appreciate the context provided by theory, policy and regulation concerning the definition and involvement of the community, and the securing of equality and openness, in contemporary planning practice</td> <td>MO3</td> </tr> <tr> <td>Identify the different methods and tools for involving the community, and to advise on their respective adequacy</td> <td>MO4</td> </tr> <tr> <td>Recognise the skills and attributes that a planner has to develop and apply when working collaboratively, such as negotiation, and instil a positive attitude towards lifelong learning</td> <td>MO5</td> </tr> <tr> <td>Identify the methods, and inherent difficulties, of collecting information about a community in terms of its history, composition, opinion and physical extent</td> <td>MO6</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Reflect on the arguments for and against planning and the different positions that communities and stakeholders can take in approaching planning matters | MO1 | Explain the political and ethical nature of planning, including how planners work effectively within democratic decision-making structures | MO2 | Appreciate the context provided by theory, policy and regulation concerning the definition and involvement of the community, and the securing of equality and openness, in contemporary planning practice | MO3 | Identify the different methods and tools for involving the community, and to advise on their respective adequacy | MO4 | Recognise the skills and attributes that a planner has to develop and apply when working collaboratively, such as negotiation, and instil a positive attitude towards lifelong learning | MO5 | Identify the methods, and inherent difficulties, of collecting information about a community in terms of its history, composition, opinion and physical extent | MO6 |                        |     |
| Module Learning Outcomes                                                                                                                                                                                  | Reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Reflect on the arguments for and against planning and the different positions that communities and stakeholders can take in approaching planning matters                                                  | MO1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Explain the political and ethical nature of planning, including how planners work effectively within democratic decision-making structures                                                                | MO2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Appreciate the context provided by theory, policy and regulation concerning the definition and involvement of the community, and the securing of equality and openness, in contemporary planning practice | MO3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Identify the different methods and tools for involving the community, and to advise on their respective adequacy                                                                                          | MO4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Recognise the skills and attributes that a planner has to develop and apply when working collaboratively, such as negotiation, and instil a positive attitude towards lifelong learning                   | MO5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Identify the methods, and inherent difficulties, of collecting information about a community in terms of its history, composition, opinion and physical extent                                            | MO6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Contact Hours                                                                                                                                                                                             | <table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td>Independent study/self-guided study</td> <td>100</td> </tr> <tr> <td><b>Total Independent Study Hours:</b></td> <td>100</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td>Face-to-face learning</td> <td>50</td> </tr> <tr> <td><b>Total Scheduled Learning and Teaching Hours:</b></td> <td>50</td> </tr> <tr> <td><b>Hours to be allocated</b></td> <td>150</td> </tr> <tr> <td><b>Allocated Hours</b></td> <td>150</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Independent Study Hours: |           | Independent study/self-guided study                                                                                                                      | 100 | <b>Total Independent Study Hours:</b>                                                                                                      | 100 | Scheduled Learning and Teaching Hours:                                                                                                                                                                    |     | Face-to-face learning                                                                                            | 50  | <b>Total Scheduled Learning and Teaching Hours:</b>                                                                                                                                     | 50  | <b>Hours to be allocated</b>                                                                                                                                   | 150 | <b>Allocated Hours</b> | 150 |
| Independent Study Hours:                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Independent study/self-guided study                                                                                                                                                                       | 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| <b>Total Independent Study Hours:</b>                                                                                                                                                                     | 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Scheduled Learning and Teaching Hours:                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Face-to-face learning                                                                                                                                                                                     | 50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| <b>Total Scheduled Learning and Teaching Hours:</b>                                                                                                                                                       | 50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| <b>Hours to be allocated</b>                                                                                                                                                                              | 150                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| <b>Allocated Hours</b>                                                                                                                                                                                    | 150                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |
| Reading List                                                                                                                                                                                              | <p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/ubglx9-15-1.html">https://uwe.rl.talis.com/modules/ubglx9-15-1.html</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |           |                                                                                                                                                          |     |                                                                                                                                            |     |                                                                                                                                                                                                           |     |                                                                                                                  |     |                                                                                                                                                                                         |     |                                                                                                                                                                |     |                        |     |

## STUDENT AND ACADEMIC SERVICES

### Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Geography and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2019-20  
Geography and Planning {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20  
Urban Planning {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20  
Urban Planning {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2019-20  
Geography {Foundation} [Sep][FT][Frenchay][5yrs] MPlan 2019-20  
Geography {Foundation} [Sep][SW][Frenchay][6yrs] MPlan 2019-20