



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Development and Practice		
Module Code	UBGL34-15-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Environment and Technology	Field	Geography and Environmental Management
Department	Geography and Environmental Management		
Contributes towards	Certificate of Higher Education in Urban Planning		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	N/A		
Co- requisites	None		
Module Entry requirements	Standard		

Part 2: Description
<p>This module is designed to enhance student understanding about planning as an academic discipline and as an area of professional activity. It also introduces students to the value of professional development and career planning.</p> <p>The first part of the module considers the origins of the planning profession and how it is practised today, both across the UK and the wider world. It provides insight into what planners do, the range of organisations they are employed by, and the type of work they are typically engaged with. The module unpacks the sectors and specialisms that planners can work within, and considers the type of skills, knowledge and behaviours that planners are expected to have. Sessions will also highlight some of the challenges and pressures that planners are likely to encounter through their work. These pressures might be quite generic in nature, such as those relating to project or time management, or be more specific, such as those relating to confidentiality, professional ethics and customer and client management. The module will also allow students to consider the type of change that is likely to pervade the profession in the future, such as the transitions arising from the application of new technology. The module will re-introduce the professional and subject bodies that support, promote and accredit the profession, and will outline the steps that need to be taken for becoming a professional, chartered planner. Students will develop an understanding of the current composition of the profession and recognise the ongoing attempts to extend and diversify. Finally, this part of the module will consider how planning is practised internationally, with a selection of case studies being included to show the nature of the planning profession in a selection of countries.</p>

The second part of the module will focus on planning as an academic discipline and the contribution it makes, in a multidisciplinary sense, to the management of our built and natural environments. Students will be introduced to the role of universities and other research centres as the generators and disseminators of knowledge. The module will support the development of key library skills by helping to identify the sources through which research, knowledge and opinion is advanced, and provide appropriate frameworks through which publications can be reviewed and critiqued. As part of this, exposure will be given to some of the most noteworthy scholars and texts that have supported the profession to date.

The module will be delivered via a workshop-based approach to learning, supported by a suite of online resources.

### Part 3: Assessment

The module is assessed by two components. Component A requires the production of a 10-minute video presentation. Component B requires the progressive development of an online portfolio. Both components are weighted at 50%.

The video presentation requires students to prepare a resource capable of promoting, and adding identity, to planning as an academic discipline and as an area of professional activity. By drawing from scheduled workshops and personal research, students will need to reflect on the evolution of both and consider the prospects for the future. They will also need to consider the knowledge, skills and behaviours that practising planners are expected to have, the type of jobs they undertake, and the kind of legal, social, ethical and professional issues that they are likely to encounter through their work. While students will be encouraged to review and critique similar resources, module sessions will provide support with respect to identifying best-practice concerning both visual and verbal communication. In-class guidance, together with relevant online resources, will be used to offer appropriate support to students as they progress the task.

The online portfolio is intended to support an individual student's academic and professional development. By synchronising with a series of online resources, students will need to complete a series of exercises split across two integrated elements. Both elements will need to be presented and submitted via the portfolio. The first element requires students to complete a Library Research Exercise (Element B1) that builds upon the Library's Online Workbook. This resource provides guidance with respect to searching for information, reading and note-taking, academic writing and referencing.

The second element (Element B2) develops an understanding of professional development and reflection. Exercises will require students to reflect on the knowledge, skills, behaviours that they personally possess. Students will be asked to research and identify a personal professional goal relating to a specific job, or employment sector, of interest. Exercises will require the student to unpack the requirements and expectations surrounding the goal and develop a strategy for how they can be successful in securing it. To support this part of the portfolio, sessions will provide students with insight about application processes and allow them to practise writing covering letters and curriculum vitae (and their equivalents). Although students will need to prepare their portfolio individually, they will be expected to collaborate with students, staff and relevant professional services within the university.

Identify final timetabled piece of assessment (component and element)	Component B (element 2)	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Video presentation (10 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Online Portfolio: Library Research Skills (1,500 words)	50%	

2. Online Portfolio: Professional Development (1,500 words)	50%
<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) Description of each element	<b>Element weighting</b> (as % of component)
1. Video presentation (10 minutes)	100%
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)
1. Online Portfolio: Library Research Skills (1,500 words)	50%
2. Online Portfolio: Professional Development (1,500 words)	50%

**Part 4: Teaching and Learning Methods**

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Outline the evolution of, and future prospects for, planning as an academic discipline and as an area of professional activity (Component A).</li> <li>2. Identify and explain the knowledge, skills and behaviours that practising planners are expected to demonstrate (Component A).</li> <li>3. Carry out a search of relevant literature and demonstrate skills in academic writing and referencing (Component B1).</li> <li>4. Audit personal knowledge, skills and behaviours and apply reflective practice to articulate a professional goal and associated strategy for how this goal can be achieved (Component B2).</li> </ol>
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Key Information Sets Information (KIS)

<u>Key Information Set - Module data</u>				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	30	120	0	150

Contact Hours

The table below indicates as a percentage the total assessment of the module which constitutes a;

**Written Exam:**  
**Coursework:** Portfolio  
**Practical Exam:** Video presentation

Total Assessment

Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

## Reading List

A reading list under the title 'Professional Development and Practice' has been created on <http://readinglists.uwe.ac.uk>. UWE students can access it via this [link](#).

## FOR OFFICE USE ONLY

First CAP Approval Date	<i>Date of first CAP approval</i>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	<i>1</i>	<i>Link to RIA</i>