



PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	Frenchay Campus	
Faculty responsible for programme	Faculty of Environment and Technology	
Department responsible for programme	Architecture and the Built Environment	
Modular Scheme Title	Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links	RICS accreditation (after 3 years) RTPI accreditation (after 4 years)	
<i>Name of PSRB</i> <i>Type of approval</i> Dates		
Highest Award Title	Master of Planning (Property Development)	
Default Award Title		
Interim Award Titles	BA (Hons) Property Development and Planning DipHE Property Development and Planning CertHE Property Development and Planning	
UWE Progression Route		
Mode(s) of Delivery	Full Time, Sandwich, with Foundation year	
Codes	UCAS:K430	JACS:
	ISIS2:K45013	HESA:
Relevant QAA Subject Benchmark Statements	Town and Country Planning/Building and Surveying	
CAP Approval Date	June 2016	
Valid From	September 2016 v2 from Sept 2018	
Valid until Date		
Version	2	

Part 2: Educational Aims of the Programme

The Master of Planning (Property Development) programme aims to provide students with a stimulating and high quality academic experience that effectively blends the disciplines of town planning and property development. Modules collectively seek to instil a sense of purpose and vision within students to enable them to develop creative and sufficiently robust proposals for delivering against a wide range of policy goals. The programme enables a variety of skills and interests to be developed, providing students with specialist knowledge that they can take into the workplace.

Part 2: Educational Aims of the Programme

The Master of Planning qualification is accredited by the Royal Town Planning Institute. The property development route way is also accredited by the Royal Institution of Chartered Surveyors (with students satisfying the necessary learning outcomes after three years). Successful completion of the Master of Planning award will allow students to become licentiate members of the RTPI and commence with the period of professional practice that is needed before an application to full corporate membership can be made.

Key objectives of the programme, to the target award, include:

- to develop a range of relevant knowledge, skills, competencies and experiences that are grounded in the theory and practice of planning and property development. These will prepare and equip students to work in professional practice, such as in the areas of urban and rural regeneration, neighbourhood renewal and site development;
- to instil in students a sense of vision and purpose, enabling creativity and imagination in their application of planning in order to deliver schemes that are successful, sustainable and commercially and financially robust.
- to provide students with a multi-disciplinary experience; and
- to provide a stimulating and supportive learning environment which enables students to realise their educational potential in a way that will enhance their employment prospects and contribute towards their personal and social development.

Part 3: Learning Outcomes of the Programme

The focus of the foundation year (level 0) is on the acquisition both of appropriate academic skills and relevant subject knowledge to allow students to develop and progress through levels 1, 2 and 3 in relation to knowledge and understanding, cognitive, subject specific and study skills.

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>By the end of the programme the student should be able:</p> <p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the relationships between place and space, how these change over time, and how they can be positively influenced by spatial planning; 2. the impacts and consequences of planning upon individuals, communities and key interest groups; 3. the relationships between market processes, the built environment and different patterns of development; 4. the role of those involved in planning and the issues surrounding the implementation of planning objectives; 	<p>Teaching/learning methods and strategies:</p> <p>A variety of teaching and learning methods are used throughout the Master of Planning (Property Development) programme. The emphasis of each year is on comprehensive reading, working towards independent learning and knowledge development in the third and fourth year. Students are taught through a variety of approaches, including lectures, seminars, interactive studios and project work and they are assisted in achieving high standards both individually and in teams. In the second and third years, emphasis on more detailed elements of study enable students to learn to a greater depth, allowing them to develop the necessary knowledge to independently research and write a dissertation in a subject of their choice. Practical and applied knowledge is taught through the use of live projects which are a particular feature of the</p>

Part 3: Learning Outcomes of the Programme	
<ol style="list-style-type: none"> 5. the management, financing and implementation of planning projects; 6. the scholarly understanding and interpretation of planning and property development based on past and current research and academic activity; 7. the political, theoretical and philosophical contexts for planning and property development; 8. the variations that exist within the delivery and organisation of particular planning systems, depending on certain international, institutional, professional and cultural settings; 9. the legal and administrative arrangements for planning, particularly in relation to plan-making and development management; 10. understand the principles of property appraisal and apply these to specific sites to enable viability appraisals to be completed; 11. the skills and processes for selecting sites for development purposes and to prepare and evaluate site development strategies; and 12. understand and evaluate a range of policy and property development initiatives, including urban regeneration. 	<p>studio-based modules embedded in each of the four years.</p> <p>Throughout the programme, every effort is made to ensure that students gain knowledge of workplace situations by meeting practitioners. Field trips enhance knowledge and understanding of the subject. These take the form of residential trips to destinations in the UK and overseas, in addition to the many day trips to localities within travelling distance from Bristol.</p> <p>Assessment:</p> <p>Assessment is varied. Every effort is made by module leaders to use a variety of assessment methods, including an emphasis on the use of live projects. Where examinations form part of a module, they may be carried out to assess knowledge and understanding, but they are offered in a variety of forms, ranging from whole day exams to complete a piece of work to 2 hour exams. Coursework can include written reports, essays, fieldwork, projects, sketch books presentations to staff and colleagues, and video work. Together, these assessment methods test knowledge and understanding. There is an option for students to take a placement between years two and three.</p>
B Intellectual Skills	
<p>B Intellectual Skills</p> <ol style="list-style-type: none"> 1. generate visionary and imaginative responses to planning and development challenges; 2. judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched written work; 3. demonstrate an understanding of planning and property development theory; 4. formulate, present, and debate complex ideas, and engage with contested concepts; 5. evaluate and analyse policy responses to planning issues across a range of spatial scales, such as mitigating and adapting environments to counter and respond to the 	<p>Teaching/learning methods and strategies:</p> <p>Intellectual skills are integrated throughout, and are developed progressively as the student completes each stage of the award. An understanding of literature pervades each module, and a deeper analysis of the issues, drawing upon relevant literature, is expected as the student progresses throughout the course. This culminates with the dissertation included in year three. Students are expected to demonstrate a critical and constructive approach in their formative work, and ample time is given in teaching for cross-examination of the subject.</p> <p>Assessment:</p> <p>Intellectual skills are assessed in coursework and examinations across the four years of the award. Some assessments specifically test for a particular intellectual skill, but in general,</p>


Part 3: Learning Outcomes of the Programme	
<p>effects and causes of climate change, promoting healthy places, and facilitating economic development;</p> <p>6. research and analyse in depth subjects relating to planning and property development, including data collection, that develop problem solving abilities and promote the management of research to a successful conclusion;</p> <p>7. apply aesthetic and design analysis and interpretation to produce creative solutions to problems;</p> <p>8. demonstrate the capacity to develop the qualities of the reflective practitioner;</p> <p>9. appreciate the complexity of policy issues and the role of values in their definition and solution;</p> <p>10. bring a broad, ethically informed perspective, including environmental and social awareness to bear on issues relating to their subject, and;</p> <p>11. identify and analyse complex problems relating to property development and urban regeneration, allowing for creative solutions to be developed in response to the problems posed.</p>	<p>intellectual skills of literature review, analysis, constructive criticism and research pervade all modules, progressively from the first year to the final year of study.</p>
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
<p>1. demonstrate a fluency in the basic techniques of map reading, map making, analysis of spatial patterns, graphics, design etc in the pursuit of planning and property development;</p> <p>2. demonstrate basic skills in and understanding of scale, specialist analysis and empirical research for planning and the identified specialism;</p> <p>3. conduct a detailed site appraisal and make use of it, for example in preparing a master plan;</p> <p>4. apply specialist knowledge to academic work undertaken in the university and outside during the year three "placement year in industry" option if applicable ;</p> <p>5. develop a clear and analytical writing style suited to expressing ideas and policies at different levels of the planning process;</p>	<p>Subject, professional and practical skills are integral to the award. In particular, modules which offer project work teach the necessary skills for the workplace. Students are required to acquire, use and interrogate evidence throughout their studies, while the ability to communicate, both verbally and in written form, are essential elements of the teaching and learning process. Skills relating to site appraisal and planning are first taught in the first year and then again at levels 2 and M. The inter-disciplinary module in year three allows programme students to participate in a professional role.</p>
	Assessment:
	<p>Subject, professional and practical skills are assessed in the majority of modules. Elements of assessment often comprise live projects. Group work is an essential part of professional assessment, and this is specifically assessed in the third year inter-disciplinary module.</p>

Part 3: Learning Outcomes of the Programme	
<ol style="list-style-type: none"> 6. demonstrate competencies across a range of software applications, such as in data analysis and visual presentation; 7. understand in depth certain key planning issues through project work developing creative and problem solving abilities; 8. review literature in the context of its practical application; 9. use skills of negotiation, mediation, and advocacy in planning processes; 10. make effective presentations of work, 11. interpret financial analysis and apply to the valuation and appraisal of real estate and property development; 12. undertake physical and technical assessments of buildings, site appraisals, and feasibility studies with accuracy and attention to detail. 	<p>Assessment will be in variety of forms, and will include field work, practical projects, live projects in conjunction with outside bodies, report writing based upon real-life scenarios and role playing exercises. A compulsory placement (the Agency Project) is included in year four.</p>
D Transferable Skills and other attributes	
D Transferable Skills and other attributes	Teaching/learning methods and strategies:
<ol style="list-style-type: none"> 1. demonstrate higher level skills, including a range of IT skills – word processing, spreadsheets, emails, GIS and electronic retrieval systems; 2. plan and effectively manage the use of time, including the management of learning using a range of resources; 3. manage the successful completion of a multi-stage project, dissertation and placement study; 4. produce written and graphic work to high standards in different formats; 5. define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review; 6. respect and understand other people's perspectives; 7. work independently and as part of a team and with a broad awareness of ethical and equal opportunities issues; 8. negotiate with others towards a solution, and identify, analyse and solve problems. 	<p>Assessment:</p> <p>Transferable skills are pervasive to the award, and each module incorporates some of these skills. For example, Healthy Sustainable Communities, develops skills in reading and critical analysis, geographical analysis and visual presentation. The second year module, Real Estate Economics, provides some useful context to the third year dissertation. This module allows for the definition of a research question and strategy, and requires a high standard of writing and presentation. Multi-stage projects are commenced in the first year of study, and developed throughout the four levels of the award, including negotiation skills. Team work is encouraged through a variety of modules but inter-professional cooperation is a key part of the third year inter-disciplinary module.</p>

STUDENT AND ACADEMIC SERVICES

Part 4: Programme Structure: Full Time

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY 	Year 1 (Level 0)	Compulsory modules UBGMM7-30-0 Environment and Sustainability UBLMMN-30-0 Society, Economy and Governance UBLMNN-30-0 Development and Place UBGMP7-15-0 Data Analysis and Design UBLMY6-15-0 Foundation Project in Sustainability	Optional Modules None	Interim Awards 120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
	Year 2 (Level 1)	Compulsory Modules UBLLVV-30-1 The Context of Property and Development UBLMWB-30-1 Commercial Property Appraisal UBLMAB-30-1 An Introduction to Building Construction UBLMGN-30-1 Healthy Sustainable Communities	Optional Modules	Interim Awards CertHE Property Development and Planning Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
	Year 3 (Level 2)	Compulsory Modules UBLMGJ-15-2 Professional Practice for the Built Environment UBLLYE-15-2 Development Appraisal and Planning UBLMUC-30-2 Development, Practice and Law UBGMSV-30-2 Future Places UBLMXC-15-2 Real Estate Economics UBLMLT-15-2 Investment Valuation and Appraisal	Optional Modules	Interim Awards DipHE Property Development and Planning Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0

STUDENT AND ACADEMIC SERVICES

Year Out: UBLMG4-15-3 Workbased Research Project. Students who select to study through a placement are not required to study the module UBLMNE-15-5 Collaborative Practice in their final year of attendance.			
Year 4 (Level 3)	Compulsory Modules	Optional Modules	Interim Awards
	UBLMG8-15-3 Economic and Social Appraisal UBLLYV-30-3 Dissertation A UBLMGQ-30-3 Valuations UBGLXQ-15-3 Achieving Design Quality UBLMG5-15-3 Development Finance	UBLMNE-15-3 Collaborative Practice OR UBLMG4-15-3 Workbased Research Project	BA Property Development and Planning Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. BA (Hons) Property Development and Planning Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.
Year 5 (level 4)	UBGMNJ-30-M Theory and History of Planning	From 2018/19: Students choose 15 credits from:	Target award:
	UBGMFH-15-M Strategic Growth and Infrastructure UBGMY7-15-M Planning for Conservation UBGM9-15-M Planning Major Projects UBGMY5-30-M Agency Project	UBGM9-15-M Innovations in Major Projects UBGMYN-15-M: Grassroots Planning UBGM8Q-15-M: Transport Policy and Finance	Master of Planning (Property Development) Credit requirements: 600 credits At least 120 credits at level M At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Applicants must possess Math and English GCSE at Grade C or above.

Part 5: Entry Requirements

Students must achieve a minimum average of 50% in modules taken at level 3 in order to progress onto the M level year (year 4).

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

Part 6: Assessment

Approved to University Regulations and Procedures

It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Master of Planning (Property Development) programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement, other placement, year abroad. This constitutes an average per level as indicated below.

Description of Distinctive Features and Support

1. Professional recognition

The first three years are accredited by the Royal Institution of Chartered Surveyors (RICS). The RICS is the principal institution for professionals entering the property surveying profession.

Students reaching the target award of Master of Planning (Property Development) satisfy the educational requirements of the Royal Town Planning Institute (RTPI) which is the principal institution for those wishing to become Chartered Town Planners.

2. European Recognition

Both these professional bodies are recognized in Europe and across the world as the gold standard in the property and planning professions.

3. Inter-professional ethos

There is an inter-professional core theme which runs through the course and promotes the understanding of issues between different built environment professionals. It develops the students' teamwork skills and gives them an understanding of the values and objectives of the other professional groups with which they will be working after graduation.

Part 6: Assessment

4. Field courses

The programme includes two residential field weeks, one in the first year and one in the second year. The first year field trip is normally held in a city in continental Europe. The second year field course visits a British city.

5. Modes of Study

The programme may be studied over three years full time, four years with a practice placement (Sandwich), or five years if students choose to complete the target award of Master of Planning (Property Development). Students may elect to transfer between modes of study.

6. Facilities

Students have use of a Project Room in which they can use a range of resources, carry out project work and work in groups. The Faculty has a range of specialist learning facilities including computer/spatial analysis labs, multi-media facilities design studios all of which have specialist technical support.

7. Optional Placement opportunities

Students have the opportunity to take a placement year in industry after year 2. During the placement year students maintain links with Faculty staff and produce a reflective report and diary of their placement experience. This placement year can count as one year of the two years practical experience required to gain professional membership (the Assessment of Professional Competence or APC). A compulsory, six-week placement (the Agency Project) is included in year four.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

1. The programme draws on the benchmark statements in Planning and Development as shown in the Learning Outcomes above.
2. Faculty and University policies on teaching, learning and assessment including a strong emphasis on formative work, skills development and innovative approaches to teaching and learning.
3. The programme is underpinned by staff consultancy, professional practice and research.
4. The course team have excellent links with local employers who advise the course team on the content and structure of the programme through the Property Consortium that meets three times a year, and through the Employers Fair held annually on the University campus.