



PROGRAMME SPECIFICATION

| Part 1: Basic Data | | |
|---|--|-------|
| Awarding Institution | University of the West of England, Bristol | |
| Teaching Institution | | |
| Delivery Location | University of the West of England, Bristol (Frenchay) | |
| Study abroad / Exchange / Credit recognition | | |
| Faculty responsible for programme | Faculty of Environment and Technology | |
| Department responsible for programme | Department of Geography and Environmental Management | |
| Modular Scheme Title | | |
| Professional Statutory or Regulatory Body Links | Royal Town Planning Institute | |
| Highest Award Title | BSc (Hons) Urban Planning | |
| Default Award Title | | |
| Fall-back Award Title | BA (Hons) Geographical Studies (Fallback) | |
| Interim Award Titles | BSc Urban Planning Diploma in Higher Education Urban Planning Certificate in Higher Education Urban Planning | |
| UWE Progression Route | | |
| Mode(s) of Delivery | FT / SW | |
| Codes | UCAS: K401 | JACS: |
| | ISIS2: K40S K40R(SW); K40R13 (FT) | HESA: |
| Relevant QAA Subject Benchmark Statements | Town and Country Planning (2016) | |
| Approval Date | 16 January 2018; 23 February 2018 v2 | |
| Version | 2 | |

Part 2: Educational Aims of the Programme

Today, urban planners have a wide range of responsibilities, from helping to address issues associated with climate change, to ensuring that new development contributes towards the delivery of healthy, sustainable and highly successful communities. While on the one hand, planners have to deliver new homes, facilitate economic development, and ensure the timely delivery of infrastructure, they also have to protect and conserve the best of our built and natural environments.

This programme provides students with a stimulating and high quality academic experience in the field of urban planning. 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.

The programme responds to the learning outcomes of the Royal Town Planning Institute (RTPI). The RTPI accredits BSc Urban Planning as a spatial planning degree. While this award goes some way in satisfying the educational requirements of the RTPI for graduates wishing to pursue chartered membership, further specialist (masters level) study is required in order for the institute's educational requirements to be met in full. At UWE, this specialist study currently comprises the MSc in Transport Planning and the MSc in Planning Major Projects. By successfully completing this study, graduates will be eligible to become licentiates of the institute who will then need to follow the institute's Assessment of Professional Competence to secure chartered membership (L-APC). Alternatively, graduates from the Urban Planning degree can use practical experience to progressively achieve chartered status via an Associate route to chartered membership (A-APC).

The award has the following aims:

- to develop a range of relevant knowledge, skills, competencies and experiences grounded in the theory and practice of urban planning, which will prepare and equip students to work in professional planning practice;
- to instil in students a sense of vision and purpose, enabling creativity and imagination in their application of urban planning, which can be used to create successful, sustainable and healthy environments;
- to develop understanding of the factors and preconditions that are necessary for the successful delivery of plans and projects;
- 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.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The Urban Planning programme provides a solid grounding in planning and includes an effective blend of both theory and practice. The Urban Planning degree satisfies the educational requirements of the Royal Town Planning Institute as an accredited spatial planning degree. The programme develops skills and knowledge in urban planning and development through an offer that is underpinned by both theory and practice. The programmes outline the importance, and the necessary tools, of planning for improving the spaces and places in which we live and the health and well-being of society. The course embraces contemporary planning practice and draws from both UK and international case studies. Particular emphasis is given to the delivery of plan and projects, with the award enabling a variety of skills and interests to be developed.

Part 3: Learning Outcomes of the Programme

Specific regard has been had to the spatial outcomes prescribed by the RTPI through their *Policy Statement on Initial Planning Education 2012* (see appendix one). The intended learning outcomes below respond to these professional expectations, as well as the philosophy of the team concerning the type of graduates that the programme is intending to create.

Given that planning has a strong affinity with the promotion of sustainable development, it is inevitable that many of these outcomes will contribute to the university's commitment towards Education for Sustainable Development. Specific modules contributing to this goal have been annotated with the letters ESD above. The programme will deliver students who have a sound understanding of the challenges, drivers and policy responses associated with the pursuit of sustainability and the delivery of low carbon communities.

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

A. Students will gain a **knowledge and an understanding** of the following and be able to:

1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (ESD)
2. Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these (ESD)
3. Define the main dimensions and scales of economic, social, political and environmental inequality, and the role that geographers and planners can take in delivering positive change (ESD)
4. Outline the importance of risk and risk aversion in the context of managing environments to create places that are socially, environmentally and economically resilient (ESD)
5. Explain the way spatial planning operates within the context of institutional and legal frameworks.
6. Recognise the way efficient resource management helps to deliver effective spatial planning (ESD).
7. Explain the political and ethical nature of spatial planning and how planners work effectively within democratic decision-making structures
8. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change (ESD).
9. 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 (ESD).

B. Students will gain **intellectual skills** to allow them to:

1. Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work

Part 3: Learning Outcomes of the Programme

2. Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts.
3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues (ESD).
4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems.
5. Generate integrated and well substantiated responses to spatial planning challenges (ESD).
6. 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.
7. Debate the concept of rights and the legal and practical implications of representing these rights in the planning and decision making process.
8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the.
9. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.

C. Students will develop **subject, professional and practical skills to allow them to:**

1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial.
2. Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, proposals and plans.
3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation.
4. Review literature in the context of its practical application
5. Create strategies, and develop tools, for encouraging community involvement (ESD).
6. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects
7. 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.
8. 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.

D. Students will develop **transferable skills to allow them to:**

Part 3: Learning Outcomes of the Programme

1. Plan and effectively manage the use of time, including the management of learning using a range of resources).
2. Manage the successful completion of a multi-stage project, dissertation and placement study.
3. Produce written and graphic work of a high visual standard in different formats.
4. Make effective presentations of work.
5. Undertake effective work in the field.
6. Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review.
7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based.

The table over the following pages maps the above outcomes against specific modules (as described from page 30 onwards). Within the table the following coding is used:

I – Introduced
C – Consolidated
A - Assessed

Core modules: years one and two

| A) Knowledge and understanding of: | UBLMGN-30-1 (HSC) | UBPLVU-30-1 (MoP) | UBLLVV-30-1 (CoPD) | UBGMFM-15-1 (GS) | UBGLX9-15-1 (P&P) | UBGMSV-30-2 (FP) | UBLMUC-30-2 (DPL) | UBGMFJ-15-2 (RtC) | UBLMXT-15-2 (REE) |
|--|-------------------|-------------------|--------------------|------------------|-------------------|------------------|-------------------|-------------------|-------------------|
| 1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development . | IA | IA | IA | | | I | | | C |
| 2. Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these . | IA | IA | IA | | | C | | CA | C |
| 3. Define the main dimensions and scales of economic, social, political and environmental inequality, and the role that geographers and planners can take in delivering positive change. | IA | IA | IA | | | C | | CA | C |
| 4. Outline the importance of risk and risk aversion in the context of managing environments to create places that are socially, environmentally and economically resilient . | I | I | | | | | | CA | C |

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| Part 3: Learning Outcomes of the Programme | | | | | | | | | |
|--|-------------------|-------------------|--------------------|------------------|-------------------|------------------|-------------------|-------------------|-------------------|
| 5. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks . | I | IA | IA | | | CA | C | | C |
| 6. Demonstrate how efficient resource management helps to deliver effective spatial planning . | I | IA | IA | | | C | | CA | |
| 7. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures . | | I | I | | I | C | C | CA | C |
| 8. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change. | I | IA | IA | | C A | C | C | CA | |
| 9. 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 . | | I | I | | I | C | | CA | |
| (B) Intellectual Skills | UBLMGN-30-1 (HSC) | UBPLVU-30-1 (MoP) | UBLLVV-30-1 (CoPD) | UBGMFM-15-1 (GS) | UBGLX9-15-1 (P&P) | UBGMSV-30-2 (FP) | UBLMUC-30-2 (DPL) | UBGMFJ-15-2 (RtC) | UBLMXT-15-2 (REE) |
| 1. Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work | I | | | IA | I | | | CA | CA |
| 2. Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts | IA | | | I | I | | | CA | CA |
| 3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues. | IA | IA | IA | | I | CA | | CA | CA |
| 4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems. | I | I | I | | I | CA | | | |
| 5. Generate integrated and well substantiated responses to spatial planning challenges | I | | I | | | CA | CA | CA | CA |
| 6. 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 | | I | I | | I | I | | | |

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| Part 3: Learning Outcomes of the Programme | | | | | | | | | |
|--|-------------------|-------------------|--------------------|------------------|-------------------|------------------|-------------------|-------------------|-------------------|
| 7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process | | | IA | | I | I | I | | |
| 8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community | | | I | | | I | I | | |
| 9. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society | I | IA | I | | | I | I | | |
| C) Subject/Professional/Practical Skills | UBLMGN-30-1 (HSC) | UBPLVU-30-1 (MoP) | UBLLVV-30-1 (CoPD) | UBGMFM-15-1 (GS) | UBGLX9-15-1 (P&P) | UBGMSV-30-2 (FP) | UBLMUC-30-2 (DPL) | UBGMFJ-15-2 (RIC) | UBLMXT-15-2 (REE) |
| 1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial patterns | I | IA | IA | | | CA | C | CA | |
| 2. Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, proposals and plans | IA | IA | I | IA | IA | | | CA | CA |
| 3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation | | | | I | I | I | | C | |
| 4. Review literature in the context of its practical application | | IA | | IA | | | | CA | CA |
| 5. Create strategies, and develop tools, for encouraging community involvement | | | | | IA | | | | |
| 6. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects | | | I | | | | I | | CA |
| 7. 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 | | I | I | | I | | I | | |
| 8. 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 | | | I | | I | | I | | |

| Part 3: Learning Outcomes of the Programme | | | | | | | | | |
|---|-------------------|-------------------|--------------------|------------------|-------------------|------------------|-------------------|-------------------|-------------------|
| (D) Transferable skills and other attributes | UBLMGN-30-1 (HSC) | UBPLVU-30-1 (MoP) | UBLLVV-30-1 (CoPD) | UBGMFM-15-1 (GS) | UBGLX9-15-1 (P&P) | UBGMSV-30-2 (FP) | UBLMUC-30-2 (DPL) | UBGMFJ-15-2 (RtC) | UBLMXT-15-2 (REE) |
| 1. Plan and effectively manage the use of time, including the management of learning using a range of resources | IA | IA | IA | IA | IA | IA | IA | CA | IA |
| 2. Manage the successful completion of a multi-stage project, dissertation and placement study | IA | IA | | | | CA | CA | CA | CA |
| 3. Produce written and graphic work of a high visual standard in different formats | IA | IA | IA | IA | IA | CA | CA | CA | CA |
| 4. Make effective presentations of work | | | | | CA | | CA | CA | |
| 5. Undertake effective work in the field | IA | I | | | | CA | CA | CA | CA |
| 6. Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review | | | | IA | | | | CA | CA |
| 7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions | IA | | | IA | | CA | CA | CA | |

Core modules: years three and four

| (A) Knowledge and understanding of: | UBPMWE-30-3 (PGC) | UBGMMJ-15-3 (DIP) | UBGLXQ-15-3 (ADQ) | UBGLYQ-15-3 (IPP) | UBGLVX-15-3 (PL) | UBGLVY-15-3 (PT) |
|---|-------------------|-------------------|-------------------|-------------------|------------------|------------------|
| 1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development | CA | | IA | | | |
| 2. Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these | CA | | CA | | | |

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| 3. Define the main dimensions and scales of economic, social, political and environmental inequality, and the role that planners can take in delivering positive change | CA | | CA | | | |
| 4. Outline the importance of risk and risk aversion in the context of managing environments to create places that are socially, environmentally and economically resilient | CA | | I | | | |
| 5. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks | | CA | CA | | | |
| 6. Demonstrate how efficient resource management helps to deliver effective spatial planning | CA | CA | CA | | | |
| 7. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures | CA | | | | | CA |
| 8. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change | CA | CA | CA | | | CA |
| 9. 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 | | | | | | CA |
| (B) Intellectual Skills | UBPMWE-30-3 (PGC) | UBGMMJ-15-3 (DIP) | UBGLXQ-15-3 (ADQ) | UBGLYQ-15-3 (IPP) | UBGLVX-15-3 (PL) | UBGLVY-15-3 (PT) |
| 1. Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work | CA | CA | | CA | CA | |
| 2. Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts | CA | | | | | CA |
| 3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues | CA | | CA | CA | | |
| 4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems | | | CA | | | |

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| 5. Generate integrated and well substantiated responses to spatial planning challenges | | | CA | | | |
| 6. 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 | CA | | | | | CA |
| 7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process | | | | | | CA |
| 8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community | | CA | | | | |
| 9. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society | | | CA | | | |
| C) Subject/Professional/Practical Skills | UBPMWE-30-3 (PGC) | UBGMMJ-15-3 (DIP) | UBGLXQ-15-3 (ADQ) | UBGLYQ-15-3 (IPP) | UBGLVX-15-3 (PL) | UBGLVY-15-3 (PT) |
| 1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial patterns | | | | | | |
| 2. Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, proposals and plans | CA | CA | CA | CA | CA | CA |
| 3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation | | | CA | | | |
| 4. Review literature in the context of its practical application | CA | | | CA | CA | |
| 5. Create strategies, and develop tools, for encouraging community involvement (Programme specific). | | | | | | |
| 6. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects | | | | | | |

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| 7. 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) | | CA | CA | | | |
| 8. 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 | | CA | | | | CA |
| (D) Transferable skills and other attributes | | | | | | |
| | UBPMWE-30-3 (PGC) | UBGM MJ-15-3 (DIP) | UBGLXQ-15-3 (ADQ) | UBGLYQ-15-3 (IPP) | UBGLVX-15-3 (PL) | UBGLVY-15-3 (PT) |
| 1. Plan and effectively manage the use of time, including the management of learning using a range of resources | CA | CA | CA | CA | CA | CA |
| 2. Manage the successful completion of a multi-stage project, dissertation and placement study | | CA | CA | CA | | |
| 3. Produce written and graphic work of a high visual standard in different formats | CA | CA | CA | CA | CA | CA |
| 4. Make effective presentations of work | CA | CA | | | | CA |
| 5. Undertake effective work in the field | | | CA | CA | | |
| 6. Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review | | | | | | |
| 7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions | | CA | | CA | | |

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Optional modules in years two, three and four

| A) Knowledge and understanding of: | UBGLXG-15-2 (RC) | UBGMKQ-15-2 (MNP) | UBGML5-30-3 (RE) | UBGMVU-30-3 (ITDE) | UBGMYQ-15-3 (PE) * | UBGLWC-15-3 (SA) * | UBGLWT-30-3 (IPE) | UBGLXC-30-3 (EPD) |
|--|------------------|-------------------|------------------|--------------------|--------------------|--------------------|-------------------|-------------------|
| 1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development | C | C | | C A | C A | C A | C A | C A |
| 2. Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these | C | C | CA | C A | C A | C A | C A | C A |
| 3. Define the main dimensions and scales of economic, social, political and environmental inequality, and the role that planners can take in delivering positive change | C | C | | C A | C A | C A | C A | C A |
| 4. Outline the importance of risk and risk aversion in the context of managing environments to create places that are socially, environmentally and economically resilient | C | C | | C A | C A | C A | C A | C A |
| 5. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks | C | C | CA | | C A | C A | C A | C A |
| 6. Demonstrate how efficient resource management helps to deliver effective spatial planning | C | C | CA | | C A | C A | C A | C A |
| 7. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures | | | CA | | C A | C A | | |
| 8. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change | C | C | C | | C A | C A | C A | C A |
| 9. 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 | C | C | | | C A | C A | | |

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| (B) Intellectual Skills | UBGLXG-15-2 (RC) | UBGMKQ-15-2 (MNP) | UBGML5-30-3 (RE) | UBGMVU-30-3 (ITDE) | UBGMYQ-15-3 (PE) * | UBGLWC-15-3 (SA) * | UBGLWT-30-3 (IPE) | UBGLXC-30-3 (EPD) |
|--|------------------|-------------------|------------------|--------------------|--------------------|--------------------|-------------------|-------------------|
| 1. Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work | CA | CA | C A | C A | C A | C A | C A | C A |
| 2. Formulate, present, and debate complex ideas and theories associated with geography and planning and engage with contested concepts | CA | CA | C A | C A | C A | C A | C A | C A |
| 3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues | CA | CA | C A | C A | C A | C A | C A | C A |
| 4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems | | | | | C A | C A | C A | C A |
| 5. Generate integrated and well substantiated responses to spatial planning challenges | | CA | | C A | C A | C A | C A | C A |
| 6. 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 | | | C | C | C A | C A | | |
| 7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process | | | C | | C A | C A | | |
| 8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community | | CA | | | C A | C A | C A | C A |
| 9. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society | | | | | C A | C A | | C A |

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| (C) Subject/Professional/Practical Skills | UBGLXG-15-2 (RC) | UBGMKQ-15-2 (MNP) | UBGML5-30-3 (RE) | UBGMVU-30-3 (ITDE) | UBGMYQ-15-3 (PE) * | UBGLWC-15-3 (SA) * | UBGLWT-30-3 (IPE) | UBGLXC-30-3 (EPD) |
|--|------------------|-------------------|------------------|--------------------|--------------------|--------------------|-------------------|-------------------|
| 1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial patterns | | | | | C A | C A | | C A |
| 2. Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, proposals and plans | CA | CA | C | C | C A | C A | C A | C A |
| 3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation | | | | | C A | C A | | C A |
| 4. Review literature in the context of its practical application | | CA | | | C A | C A | C A | C A |
| 5. Create strategies, and develop tools, for encouraging community involvement | | | | | C A | C A | | |
| 6. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects | | | | | C A | C A | | |
| 7. 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 | | | C | C A | C A | C A | | |
| 8. 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 | | | | | C A | C A | | |
| (D) Transferable skills and other attributes | UBGLXG-15-2 (RC) | UBGMKQ-15-2 (MNP) | UBGML5-30-3 (RE) | UBGMVU-30-3 (ITDE) | UBGMYQ-15-3 (PE) * | UBGLWC-15-3 (SA) * | UBGLWT-30-3 (IPE) | UBGLXC-30-3 (EPD) |
| 1. Plan and effectively manage the use of time, including the management of learning using a range of resources | CA | CA | C A | C A | C A | C A | C A | C A |
| 2. Manage the successful completion of a multi-stage project, dissertation and placement study | | CA | | | C A | C A | C A | C A |
| 3. Produce written and graphic work of a high visual standard in different formats | CA | CA | C A | C A | C A | C A | C A | C A |
| 4. Make effective presentations of work | | | C A | C A | C A | C A | C A | C A |

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|---|----|----|--------|--------|--------|--------|--------|--------|
| 5. Undertake effective work in the field | | | | | C A | C A | | C A |
| 6. Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review | | | | | C A | C A | | |
| 7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions | CA | CA | C A | C A | C A | C A | C A | C A |

* Depending on the nature of the professional experience / study abroad opportunity

Part 4: Student Learning and Student Support

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

At UWE Bristol there is a policy for a minimum requirement of 12 hours/week contact time over the course of the full undergraduate programme per year. 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.

A variety of teaching and learning methods are used throughout the programme. Teaching comprises scheduled, independent and placement-based 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. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: includes an optional placement year.

The emphasis of each year is on comprehensive reading, working towards independent learning and knowledge development in the third 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, the emphasis is on more detailed elements of study enabling students to learn to a greater depth, allowing them to develop the necessary knowledge to independently research and develop greater knowledge and confidence within the programme's defined specialism.

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 through the course. This culminates with the independent project module 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.

Practical and applied knowledge is taught through the use of live projects which are a particular feature of the studio-based modules embedded in each of the three years. Where

Part 4: Student Learning and Student Support

the opportunity exists, projects will be developed around 'real' challenges and be developed (and ideally delivered) in collaboration with external partners. This will enable students to gain greater confidence in applying their knowledge and skills, and provide an important source of networking.

Ensuring that our graduates are competitive in employment terms is a key goal for the programme. Effort is directed to ensuring that students are aware of the type of work available in the planning sector and beyond, and feel suitably confident in applying for work. Workshops will be convened at all stages of the programme to develop competencies in CV writing and completing application forms. Sessions will be convened to help refine interview techniques. Students will be encouraged, and supported by staff, to explore volunteering and placement opportunities. Students have the option to take a work-based placement in year three.

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.

Students will be encouraged, and supported, to develop a strong cohort identity from the very start of the programme. Induction activities scheduled through week one will enable students to familiarise themselves with each other, while at the same time undertake project work around the themes of the programme. Planning benefits from its own student society, while membership to the Royal Town Planning Institute will also be actively promoted.

The programme provides an inclusive approach to teaching and learning; specific needs will be identified and acted upon.

Description of the teaching resources provided for students

Students will require a variety of teaching and learning space, including lecture theatres, seminar rooms and studio space. All facilities are available 24 hours a day throughout the year. Facilities are excellent, with much of the teaching and learning activity occurring in either new or refurbished accommodation.

All of the modules forming the programme will provide students with a dedicated online learning space (such as through blackboard) that will enable resources to be stored, viewed and/or downloaded. Discussion forums, and other such features, will also be encouraged. Lecture capture software will be used where appropriate while all students entering year one will be required to develop an e-portfolio that will trace their learning during the course of the programme.

Description of Distinctive Features and Support

The programme will be hosted by the Department of Geography and Environmental Management within the Faculty of Environment and Technology. Modules will be delivered from staff within this department, as well as from the Department of Architecture and the Built Environment. Both departments have well-established track records of success in teaching and research in planning, architecture, property development, health, communities, resilience, environmental management and transport.

While students are offered support through the teaching and learning strategies of individual module leaders, the programme also provides students with personal tutors who can offer

Part 4: Student Learning and Student Support

further support for individual development.

Employment opportunities

Student employment prospects are excellent since the job market for planners is very good with a variety of opportunities across the public, private and voluntary sectors.

Field trips and exchange opportunities

Field trips are an integral part of the programme, including to overseas destinations such as Rotterdam, Amsterdam, Paris and Copenhagen, as well as to British places such as Liverpool, Manchester and London. All field trips are compulsory and are linked to assessment. The costs of residential field trips are included within the course fees. The university is well-placed for a variety of environments and issues to be exposed, with a number of modules providing opportunities for shorter trips or excursions to the towns and countryside of the west of England.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

The assessment strategy enables the stated learning outcomes to be achieved and demonstrated. In essence, assessment through the programme is mixed and includes a range of methods, including essay-writing, report-writing, presentations, role playing exercises, and design projects. While the majority of assessment is directed to the individual student, some elements will require collaboration and team work. Module leaders will be responsible for communicating the expectations for a piece of assessment and will be expected to publish clearly defined criteria at the time when the work is set. Module leaders will be encouraged to develop strategies for the setting of formative work to help secure optimum levels of performance at the summative stage. Dates for the submission of work will be monitored and duly managed although students will be expected to adopt an effective time-management strategy of their own.

STUDENT AND ACADEMIC SERVICES

Part 6: Programme Structure

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

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|--|---------|--|--|--|
| | Level 1 | UBLMGN-30-1 Healthy Sustainable Communities UBLLVU-30-1: Making of Place UBLLVV-30-1: The Context of Property and Development UBGLX9-15-1: People and Planning UBGMFM-15-1 Geographical Skills | None | CertHE Urban Planning- 120 credits with at least 100 at level 1 or above |
| | Level 2 | Compulsory Modules UBGMSV-30-2 Future Places UBLMUC-30-2 Development, Practice and Law UBLMXT-15-2: Real Estate Economics UBGMFJ-15-2: Researching the City UBLLYE-15-2: Development Appraisal and Planning | Optional Modules Students must take 15 credits from: UBGLXG-15-2 Regenerating Cities UBGMKQ-15-2 Managing National Parks. | DipHE Urban Planning - 240 credits with at least 100 at level 2 or above and a further 120 at level 1 or above |
| Sandwich Year Out Students on the sandwich delivery can undertake a work placement year or a study abroad year. Students undertaking the work placement year take UBGLVX-15-3 Placement. Students undertaking the study abroad year take UBGLWC-15-3 Study Abroad. In accordance with University academic regulations, to undertake the work placement or study abroad year students must obtain a minimum of 200 credits, at least 90 of which are at Level 2 or above. To undertake a work placement year, the student must be in approved employment for a minimum of 1000 work hours. To undertake a study abroad year, the student must be in approved study at an international institution and be enrolled for a minimum of 30 ECTS. Both the work placement and study abroad years must be authorised in advance by the programme leader. Students who take UBGLVX-15-3 or UBGLWC-15-3 must take UBGMVD-15-3 (Independent Project) instead of the longer UBGMQD-30-3 Final Year Project. | | | | |

STUDENT AND ACADEMIC SERVICES

| | | | | |
|--|------------------------------|---|---|--|
| | Level 3 (with sandwich year) | Compulsory Modules UBGMW-30-3: Planning Global Cities UBGLY9-15-3: Design and Implementation Project UBGLXQ-15-3: Achieving Design Quality UBGLVY-15-3: Planning Theory UBGMQD-30-3: Final Year Project | Optional Modules: Students to take 15 credits from: UBGLVX-15-3 Placement or UBGLWC-15-3 Study Abroad | Interim Award: BSc Urban Planning (SW) 300 credits with at least 60 credits at level 3, plus a further 100 credits at level 2 or above and a further 120 credits at level 1 or above Target award: BSc (Hons) Urban Planning (SW) 360 credits with at least 100 at level 3 or above, a further 100 at level 2 or above and a further 140 at level 1 or above. |
|--|------------------------------|---|---|--|

| | | | | |
|--|---------------------------------|--|---|---|
| | Level 3 (without sandwich year) | Compulsory Modules UBGMW-30-3: Planning Global Cities UBGLY9-15-3: Design and Implementation Project UBGLXQ-15-3: Achieving Design Quality UBGLVY-15-3: Planning Theory | Optional Modules: Students to take 45 credits from: UBGMQD-30-3: Final Year Project UBGLYQ-15-3: Independent Project (Planning) UBGMVQ-15-3 Professional Experience UBGLM5-30-3 Renewable Energy UBGLWT-30-3 International Planning Expedition UBGMVU-30-3: International Tourism Development and the Environment UBGLXC-30-3 Environmental Planning and Design Selection must include either UBGMQD-30-3 or UBGLYQ-15-3. | Interim Award: BSc Urban Planning 300 credits with at least 60 credits at level 3, plus a further 100 credits at level 2 or above and a further 120 credits at level 1 or above Target award: BSc (Hons) Urban Planning 360 credits with at least 100 at level 3 or above, a further 100 at level 2 or above and a further 140 at level 1 or above |
|--|---------------------------------|--|---|---|

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

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

Part 8: Reference Points and Benchmarks

UNESCO Education for Sustainable Development

This programme has been developed with an awareness of the educational context, issues and challenges as presented by UNESCO Education for Sustainable Development. Sustainable development represents a golden thread of content and context which runs throughout the four years of study.

UWE 2020 Strategy

The programme will contribute to the UWE 2020 strategy in the following manner:

UWE 2020 Ambition: to be known nationally and internationally as the best university for:

- *Professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all students.*

The programme is accredited by the RTPi (as a spatial planning degree) and is orientated towards the planning profession and other aligned built and natural environment roles.

- *Connecting and working with our local and regional economy, businesses and communities and international partners to advance knowledge, and to advance the health, sustainability and prosperity of our locality and region.*

The programme, and its constituent modules, has been designed to be outwardly looking. External collaborators will be approached, where possible, for case studies, field trips, module content and for enhancing the student experience.

- *Being digitally advanced, agile and responsive in the way we work, embracing and leading change to create new sustainable opportunities.*

The programme has a commitment to being innovative in the way teaching and learning is supported. Technologies will be researched and applied where appropriate. Some modules will apply a blended approach, with face to face contact being supplemented by online material. Devices such as podcasts and lecture capture will be applied to enhance the student experience.

- *Being inclusive and global in outlook and approach.*

The programme has been designed to be inclusive and relevant to a global environment. Modules deploy examples and case studies from across the world.

UWE 2020 priorities:

- *Outstanding learning: All our students experiencing engaging and outstanding learning, teaching and support services throughout their student journey, fully utilising advances in technology to support their academic, professional and social growth and development.*

The programme is committed to delivering a positive learning experience that encourages active participation from students. Students will be encouraged to collaborate with staff, either

Part 8: Reference Points and Benchmarks

through face meetings or via email, telephone or via skype.

- *Ready and able graduates: Graduates ready and able to realise their full potential, make a positive contribution to society and their chosen field of employment or further study and play their full part in the development of a sustainable global society and knowledge economy.*

Graduates from this programme are in a position to pursue a variety of employment opportunities allied to planning, development and environmental management.

- *Research with impact: World-class performance in selected areas of research that meets the needs of our community, a sustainable economy and society and feeds the scholarship and enquiry that underpins our learning and teaching.*

All staff on this programme are research active and many are internationally known in their field. Students are able to draw upon the research excellence, staff knowledge, and teaching and learning abilities from participating staff from across the faculty. Research is both academic and practice based, ensuring broad and effective impact.

- *Strategic partnerships, connections and networks: These differentiate our academic activity and enhance our global reputation in the fields of planning, health, development and sustainability. The partnerships we are involved with seek to promote the prosperity of the University, Bristol and its city-region.*

The programme is intended to be outward looking, with modules and specific projects typically linking with external partners (such as local authorities, consultancies or organisations in the voluntary sector) to help address real-life challenges. Students will be encouraged to join societies and associations relating to their degree.

Quality Assurance Agency

The programme is designed to be consistent with the qualifications descriptors set out in the Qualifications and Credit Framework (QCF) issued by the Quality Assurance Agency for Higher Education. Reference has also been made to the subject benchmark statements for 'town and country planning' (2016) and 'construction, property and surveying' (2008)

The Royal Town Planning Institute (RTPI)

The programme is accredited by the Royal Town Planning Institute (RTPI) and satisfies the learning outcomes that have been set for the 'spatial' and 'specialist' requirements of an RTPI accredited degree. Particular regard has been had to the institute's statement on initial planning education, which was published in 2004 (Revised 2012: http://rtpi.org.uk/media/8479/microsoft_word_-_policy_statement_on_initial_planning_education_2012.pdf), as well as the RTPI's corporate strategy for the period between 2010 and 2014 as well as the recently produced manifesto 'Shaping the Future' (June 2010).

The department and programme team have strong links with the RTPI, both nationally and across the regions, and provides an input into the shaping and making of policy and initiatives across the institute.

The programme includes a defined specialism surrounding the delivery and implementation of plans and projects. The modules forming this are shown in appendix two.

Royal Institution of Chartered Surveyors (RICS)

Staff who contribute to the programme also have established links with RICS, both in terms of influencing national policy and direction but also in terms of hosting events.

The Royal Geographical Society (RGS)

Equally, staff from within the Department of Geography and Environmental Management have very good links with the Royal Geographical Society.

Staff research and consultancy interests and expertise

The programme is supported by a strong research base, with three research centres providing

Part 8: Reference Points and Benchmarks

particular support. These comprise the Centre for Sustainable Planning and Environments, the Centre for Transport and Society and the Centre for Floods, Communities and Resilience. Members of staff from each of these groups are actively involved with the delivery of the programme and regularly attend conferences and produce articles for publication in their respective field.

Employer feedback

The faculty has a long and established track record in delivering geography and planning education at both undergraduate and postgraduate levels. The quality of our offer is acknowledged by employers, and excellent links are maintained with practice both locally and across the country. Many of these organisations help with the activities of the university, including giving advice to a joint employer/university forum, lectures, and projects.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

Appendix one

RTPI Spatial planning learning outcomes

1. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks.
2. Generate integrated and well substantiated responses to spatial planning challenges.
3. 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.
4. Demonstrate how efficient resource management helps to deliver effective spatial planning.
5. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.
6. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change.
7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process.
8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.
9. 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.
10. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.
11. Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.
12. 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.
13. 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.

STUDENT AND ACADEMIC SERVICES

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