



## **Programme Specification**

Urban Planning [Sep][FT][Frenchay][3yrs]

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## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Urban Planning [Sep][FT][Frenchay][3yrs]

**Highest award:** BSc (Hons) Urban Planning

**Interim award:** BSc Urban Planning

**Interim award:** DipHE Urban Planning

**Interim award:** CertHE Urban Planning

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** FET Dept of Architecture & Built Environ, Faculty of Environment & Technology

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:**

Royal Town Planning Institute (RTPI)

**Apprenticeship:** Not applicable

**Mode of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website

**For implementation from:** 01 September 2022

**Programme code:** K40R13-SEP-FT-FR-K40S

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** 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).

**Educational Aims:** 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.

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 Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

**Knowledge and Understanding**

- A1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (ESD)
- A2. 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)
- A3. 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)

- A4. 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)
- A5. Explain the way spatial planning operates within the context of institutional and legal frameworks
- A6. Recognise the way efficient resource management helps to deliver effective spatial planning (ESD)
- A7. Explain the political and ethical nature of spatial planning and how planners work effectively within democratic decision-making structures
- A8. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change (ESD)
- A9. 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)

### **Intellectual Skills**

- B1. Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work
- B2. Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts
- B3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues (ESD)
- B4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems
- B5. Generate integrated and well substantiated responses to spatial planning challenges (ESD)
- B6. 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
- B7. Debate the concept of rights and the legal and practical implications of representing these rights in the planning and decision making process

- B8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value
- B9. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society

### **Subject/Professional Practice Skills**

- C1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial
- C2. 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
- C3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation
- C4. Review literature in the context of its practical application
- C5. Create strategies, and develop tools, for encouraging community involvement (ESD)
- C6. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects
- C7. 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
- C8. 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

### **Transferable Skills and other attributes**

- D1. Plan and effectively manage the use of time, including the management of learning using a range of resources)
- D2. Manage the successful completion of a multi-stage project, dissertation and placement study
- D3. Produce written and graphic work of a high visual standard in different formats

- D4. Make effective presentations of work
- D5. Undertake effective work in the field
- D6. Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review
- D7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based

## Part B: Programme Structure

### Year 1

The student must take 120 credits from the modules in Year 1.

#### Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMGN-30-1	Healthy Sustainable Communities 2020-21	30
UBLLVU-30-1	Making of Place 2020-21	30
UBGLX9-15-1	People and Planning 2020-21	15
UBGLWU-30-1	People, Places and Change 2020-21	30
UBGL34-15-1	Professional Development and Practice 2020-21	15

### Year 2

The student must take 120 credits from the modules in Year 2.

#### Year 2 Compulsory Modules

The student must take 105 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLLYE-15-2	Development Appraisal and Planning 2021-22	15
UBLMUC-30-2	Development, Practice and Law 2021-22	30

UBGMSV-30-2	Future Places 2021-22	30
UBGMYQ-15-3	Professional Experience 2021-22	15
UBGMFJ-15-2	Researching the City 2021-22	15

**Year 2 Optional Modules**

The student must take 15 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBGLXG-15-2	City Regeneration 2021-22	15
UBGLC1-15-2	Transport and Mobility 2021-22	15

**Year 3**

The student must take 120 credits from the modules in Year 3.

**Year 3 Compulsory Modules**

The student must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGLXQ-15-3	Achieving Design Quality 2022-23	15
UBGMVD-15-3	Independent Project (DGEM) 2022-23	15
UBGLY9-15-3	Infrastructure Design and Implementation Project 2022-23	15
UBGMWE-30-3	Planning Global Cities 2022-23	30
UBGLVY-15-3	Planning Theory 2022-23	15

**Year 3 Optional Modules**

Students must select 30 credits from Optional Modules.

Module Code	Module Title	Credit
UBGLD1-30-3	Sustainable Transport: Technologies and Behaviour 2022-23	30



**Part C: Higher Education Achievement Record (HEAR) Synopsis**

The Urban Planning programme provides a solid grounding in planning and includes an effective blend of both theory and practice. The 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 D: External 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 three 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 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](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.

### 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 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.

## **Part E: Regulations**

Approved to University Regulations and Procedures.