



Programme Specification

Urban Planning Practice {Apprenticeship-UWE} [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Urban Planning Practice {Apprenticeship-UWE} [Frenchay]

Highest award: CertHE Urban Planning Practice

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Architecture and Environment, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies: Not applicable

Apprenticeship: ST0536

Modes of delivery: Full-time

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

For implementation from: 01 September 2024

Programme code: K40W00

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.

The programme develops skills and knowledge in urban planning and development through an offer that is underpinned by both theory and practice. The programme outlines 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.

The Certificate in Urban Planning Practice provides an appropriate bridging qualification for practising planners who wish to pursue a postgraduate programme in planning but do not currently meet the standard requirements for entry. Collectively, the modules of the Certificate provide students / apprentices with a stimulating and high quality academic experience in the field of urban planning that enables relevant knowledge to be developed and specific skills and behaviours to be nurtured. The programme has been developed with reference to the RTPI's statement on Initial Planning Education (2012) and to the knowledge, skills and behaviours of the approved standard for a Chartered Town Planner. The programme combines learning from two pre-existing professionally-accredited programmes in order to blend workplace learning with a university experience that will allow students / apprentices to contextualise, and at times conceptualise, the learning that is being achieved with their employer.

Features of the programme:

Educational Aims: The programme aims:

To provide a coherent programme of study in the field of urban planning, as informed by research (including that carried out by staff who teach on the programme) and by

Faculty scholarship, consultancy, and links with practice

To provide a stimulating, supportive and responsive learning environment which enables students / apprentices to realise their educational potential in a way that will enhance their employment prospects and contribute towards their personal and social development

To provide students / apprentices with a multi-disciplinary and flexible learning experience

To deliver planners who are able to understand what is necessary to design and implement successful plans and projects

To instil in students / apprentices 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

Programme Learning Outcomes:

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

Programme Learning Outcomes

- PO1. To make professional planning practice judgements that successfully reconcile sustainable development approaches and different social, economic, and environmental factors
- PO2. To devise plans, strategies and development proposals that are creative, deliverable and contextually informed
- PO3. To judge and evaluate the quality of evidence, and devise and apply appropriate strategies for research using appropriate methodologies
- PO4. To recognise the value of, and demonstrate competencies in, negotiation, mediation, and advocacy in responding to the different needs of society in the management of change in the built and natural environment
- PO5. To understand the importance of professional conduct, professional development and multidisciplinary working

- PO6. To communicate and present complex material effectively in written, visual and oral form to specialist and non-specialist audiences
- PO7. To act effectively within a team and also autonomously, demonstrating initiative in planning and implementing tasks at a professional level

Assessment strategy: This programme employs an assessment strategy designed to support academic and professional knowledge and skills development.

The programme includes the following assessment formats:

Academic essays to enable students / apprentices to demonstrate academic research, inquiry, reflection, and thoughtful argumentation underpinned by academic robustness.

Presentations to allow demonstration of effective communication skills, interpersonal skills, confidence, professional presentation skills, and controlled assessment consideration of knowledge and understanding

Reports and practice submissions to allow demonstration of professional research, inquiry, reflection, and effective argumentation underpinned by practice robustness.

Portfolio submissions to enable holistic assessment of both practice and professional skills, knowledge and understanding including design/visual skills.

Assessment will include requirements for both independent and group based work, supporting demonstration of personal and professional skills such as self-reliance, negotiation, mediation, advocacy, independent study, inter-personal skills, project management, and presentation skills (written, visual, and oral).

A core concept underpinning the programme is the intention to create graduates with academic and professional knowledge and understanding, but also practice competence and personal/professional skills.

The assessment strategy is key to the enabling of this, with assessments balancing the academic needs of Higher Education study with the ability to require students / apprentices to create practice orientation assessment outputs which demonstrate professional ability and competencies. As noted above, graduates will not only understand their subject and discipline, they will also have the skills and abilities required to work effectively within their chosen industry.

The assessment strategy further requires students / apprentices to demonstrate technological skills and the use of a range of software packages.

The programmatic approach to assessment ensures that across the programme of study the full range of assessment formats are mapped appropriately. Effective support will ensure that this distance learning group are provided with the support required to enable assessment success. Modules will provide opportunities for formative support and guidance and set clear expectations with respect to both formative and summative forms of assessment. Opportunities will be provided for students / apprentices to gain feedback from staff, their employers and, where appropriate, programme peers.

Student support: Students / apprentices will be offered a learning experience that blends the use of the Blackboard VLE with an interactive and inclusive classroom experience. The application of both of these will help to create a student community that is clearly identified and supportive, encouraging and inclusive. From the academic perspective, each module team will provide ongoing learner support, in the context of both the assessments and wider learning journey. Central support, including the library, FET.SAT, disability support, student advisors, and careers have all developed experience and capacity over recent years with respect to the delivery of Degree Apprenticeships. Academic Personal Tutors will provide a steady reference point through which both academic and personal development questions can be directed through.

Student wellbeing is a priority for UWE and will be at the centre of the programme's

values and ethos. As well as the wider support that the University offers through student support services, Academic Personal.

Part B: Programme Structure

Year 1

The student must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMGN-30-1	Healthy Sustainable Communities 2024-25	30
UBGLX9-15-1	People and Planning 2024-25	15
UBGMFJ-15-2	Researching the City 2024-25	15

Year 2

The student must take 60 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMVD-15-3	Independent Project 2025-26	15
UBGMWE-30-3	Planning Global Cities 2025-26	30
UBGL34-15-1	Professional Development and Practice 2025-26	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme provides students / apprentices with the academic and professional skills, experience and knowledge necessary to progress towards becoming a chartered Town Planner. The programme explores matters pertaining to managing

change within the built and natural environment, inclusive of the implications and demands of, and perspectives on, sustainable development. The programme enables the development of subject specific and transferable skills, including team working, negotiation, data collection and analysis, evidence interrogations, interpersonal skills, presentation and written skills, and the skills associated with professional practice.

Part D: External Reference Points and Benchmarks

The programme has been designed to respond to the learning outcomes presented via the RTPI's Initial Statement on Planning Education (2012) and the knowledge, skills and behaviours that a Chartered Town Planner is expected to have and demonstrate.

Part E: Regulations

Approved to University Regulations and Procedures.