



## PROGRAMME SPECIFICATION

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England, Bristol
<b>Teaching Institution</b>	
<b>Delivery Location</b>	University of the West of England, Bristol (Frenchay)
<b>Study abroad / Exchange / Credit recognition</b>	
<b>Faculty responsible for programme</b>	Faculty of Environment and Technology
<b>Department responsible for programme</b>	Department of Geography and Environmental Management
<b>Modular Scheme Title</b>	UG Modular Scheme
<b>Professional Statutory or Regulatory Body Links</b>	Royal Town Planning Institute
<b>Highest Award Title</b>	Master of Planning (Geography)
<b>Default Award Title</b>	
<b>Fall-back Award Title</b>	
<b>Interim Award Titles</b>	BA(Hons) Geography and Planning BA Geography and Planning Diploma in Higher Education Geography and Planning Certificate in Higher Education Geography and Planning
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	FT / SW
<b>Codes</b>	<b>UCAS:</b> L7K412 <b>JACS:</b> <b>ISIS2:</b> L7K412 <b>HESA:</b> L7K4 (SW); L7K412(FT)
<b>Relevant QAA Subject Benchmark Statements</b>	Geography (2014) Town and Country Planning (2008)

<b>Approval Date</b>	16 Jan 2018; 23 February 2018 v3
<b>Version</b>	3

## Part 2: Educational Aims of the Programme

The Master of Planning (Geography) programme aims to provide students with a stimulating, high quality academic experience that effectively blends the disciplines of geography and urban planning. Modules seek to instil a sense of purpose and vision within students to enable them to develop creative and sufficiently robust proposals for delivering wide-ranging policy goals. The course enables students to progress from a geographical appreciation of how settlements and landscapes have been

## Part 2: Educational Aims of the Programme

created and changed over time, to an understanding of the role that planners can have in directing and managing this change. 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 draws from practices and experiences from across the UK and the wider world to provide graduates with the confidence and skill to work internationally.

The highest award, the Master of Planning (Geography), is accredited by the Royal Town Planning Institute (RTPI) as a combined degree (with a defined specialism of 'delivery and implementation' being developed through levels three and four). Successful completion of the Master of Planning (Geography) award will allow students to satisfy the educational requirements of the RTPI and commence with the period of professional practice that is needed before an application to full corporate membership can be made. The RTPI is recognised internationally and therefore provides an element of global benchmarking for the course.

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

- to develop a range of relevant knowledge, skills, competencies and experiences grounded in the theory and practice of geography and urban planning, which will prepare and equip students for a range of relevant career paths;
- to instil in students a sense of vision and purpose, enabling creativity and imagination in their application of geography and planning, which can be used to create successful, sustainable and healthy environments that can be positively implemented and delivered through planning systems;
- 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, and;
- to provide an opportunity for students to develop a theoretical and practical understanding of a defined specialism around the theme of 'delivery and implementation'.

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

The programme creatively blends the subjects of geography and planning together via an offer that is underpinned by both theory and practice. The Master of Planning (Geography) award satisfies the educational requirements of the Royal Town Planning Institute. The course enables students to progress from a geographical appreciation of how settlements and landscapes have been created and changed over time, to an understanding of the role that planners can have in directing and managing this change. The award enables a variety of skills and interests to be developed, providing students with specialist knowledge that they can take into the workplace.

## Part 3: Learning Outcomes of the Programme

Specific regard has been had to the spatial and specialist learning outcomes prescribed by the RTPI through their *Policy Statement on Initial Planning Education 2012*. The bracketed text refers to those that have been taken directly from this document. Other outcomes are defined as being 'programme specific' and reflect the direction of the modules selected and the philosophy of the team concerning the type of graduates that the programme is intending to create.

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:

1. the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (Programme specific) (ESD)
2. the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these (Programme specific) (ESD)

**Part 3: Learning Outcomes of the Programme**

3. 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 (Programme specific) (ESD)
  4. the importance of risk and risk aversion in the context of managing environments to create places that are socially, environmentally and economically resilient (Programme specific) (ESD)
  5. the way spatial planning operates within the context of institutional and legal frameworks (RTPI Spatial Planning Learning Objective 1).
  6. the way efficient resource management helps to deliver effective spatial planning (RTPI Spatial Planning Learning Objective 4) (ESD).
  7. the political and ethical nature of spatial planning and how planners work effectively within democratic decision-making structures (RTPI Spatial Planning Learning Objective 5)
  8. the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change (RTPI Spatial Planning Learning Objective 6) (ESD).
  9. 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 (RTPI Spatial Planning Learning Objective 9) (ESD).
  10. the contextual factors associated with the delivery and implementation of policy and projects, by drawing from relevant theory, practice and research (Programme specific)
  11. the tools, processes and legislation for assessing the social, economic and environmental merits of plans and projects and developing appropriate mitigation strategies where impacts arise (Programme specific).
- 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 (Programme specific).
  2. Formulate, present, and debate complex ideas and theories associated with geography and planning and engage with contested concepts (Programme specific).
  3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues (Programme specific) (ESD).
  4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems (Programme specific).
  5. Generate integrated and well substantiated responses to spatial planning challenges (RTPI Spatial Planning Learning Objective 2) (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 (RTPI Spatial Planning Learning Objective 3).
  7. Debate the concept of rights and the legal and practical implications of representing these rights in the planning and decision making process (RTPI Spatial Planning Learning Objective 7).
  8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community (RTPI Spatial Planning Learning Objective 8).
  9. Evaluate the principles and processes of design for creating high quality places and enhancing the

### Part 3: Learning Outcomes of the Programme

public realm for the benefit of all in society (RTPI Spatial Planning Learning Objective 10).

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 patterns (Programme specific).
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 (Programme specific).
3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (Programme specific).
4. Review literature in the context of its practical application (Programme specific).
5. Develop robust and creative strategies for the successful implementation of plans and projects, delivering outcomes that are financially viable, publically supported and positive in their design response (Programme specific)
6. Create strategies, and develop tools, for encouraging community and stakeholder involvement and effective partnership and/or partnership arrangements (Programme specific; ESD).
7. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects (Programme specific).
8. 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 (RTPI Spatial Planning Learning Objective 12).
9. 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 (RTPI Spatial Planning Learning Objective 13).

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

1. Plan and effectively manage the use of time, including the management of learning using a range of resources (Programme specific).
2. Manage the successful completion of a multi-stage project, dissertation and placement study (Programme specific).
3. Produce written and graphic work of a high visual standard in different formats (Programme specific).
4. Make effective presentations of work (Programme specific).
5. Undertake effective work in the field (Programme specific).
6. Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review (Programme specific).
7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions (RTPI Spatial Planning Learning Objective 11).

Given that the geography and planning disciplines have 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

**Part 3: Learning Outcomes of the Programme**

sound understanding of the challenges, drivers and policy responses associated with the pursuit of sustainability and the delivery of low carbon communities.

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: levels one and two**

<b>A) Knowledge and understanding of:</b>	UBLMGN-30-1 (HSC)	UBGLXU-30-1 (GoG)	UBGLWU-30-1 (CSP)	UBGMFM-15-1 (GS)	UBGLX9-15-1 (P&P)	UBGMSV-30-2 (FP)	UBLMUC-30-2 (DPL)	UBGMFJ-15-2 (RtC)
1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (Programme specific).	IA	I	I		I	I		
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 (Programme specific).	IA	IA	IA			C		CA
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 (Programme specific).	IA	IA	IA		I	C		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 (Programme specific).	I	I				CA		CA
5. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks (RTPI Spatial Planning Learning Objective 1).	I				I	CA	C A	
6. Demonstrate how efficient resource management helps to deliver effective spatial planning (RTPI Spatial Planning Learning Objective 4).	IA					CA		CA
7. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures (RTPI Spatial Planning Learning					I	C	C	CA

Part 3: Learning Outcomes of the Programme								
Objective 5).								
8. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change (RTPI Spatial Planning Learning Objective 6).	I				CA	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 (RTPI Spatial Planning Learning Objective 9).					I	C		CA
10. Provide critical reflection on the contextual factors associated with the delivery and implementation of policy and projects by drawing from relevant theory, practice and research (Programme specific).					I	C		C
11. Demonstrate an understanding of the tools, processes and legislation for assessing the social, economic and environmental merits of plans and projects and developing appropriate mitigation strategies where impacts arise (Programme specific).	I						I	
<b>(B) Intellectual Skills</b>	UBLMGN-30-1 (HSC)	UBGLXU-30-1 (GoG)	UBGLWU-30-1 (CSP)	UBGMFM-15-1 (GS)	UBGLX9-15-1 (P&P)	UBGMSV-30-2 (FP)	UBLMUC-30-2 (DPL)	UBGMFJ-15-2 (RtC)
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 (Programme specific).	IA	IA	IA	IA	IA	CA	CA	CA
2. Formulate, present, and debate complex ideas and theories associated with geography and planning and engage with contested concepts (Programme specific).	IA	IA	I	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 (Programme specific).	IA	IA	IA		I	CA		CA

STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme								
4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems (Programme specific).	IA				I	CA	CA	
5. Generate integrated and well substantiated responses to spatial planning challenges (RTPI Spatial Planning Learning Objective 2)	IA					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 (RTPI Spatial Planning Learning Objective 3)					I	CA	C A	
7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process (RTPI Spatial Planning Learning Objective 7)					I	C	C A	
8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community (RTPI Spatial Planning Learning Objective 8)	I					CA	CA	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 (RTPI Spatial Planning Learning Objective 10)	IA					CA	I	
<b>C) Subject/Professional/Practical Skills</b>	UBLMGN-30-1 (HSC)	UBGLXU-30-1 (GoG)	UBGLWU-30-1 (CSP)	UBGMFM-15-1 (GS)	UBGLX9-15-1 (P&P)	UBGMSV-30-2 (FP)	UBLMUC-30-2 (DPL)	UBGMFJ-15-2 (RtC)
1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial patterns (Programme specific).	I					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 (Programme specific).	IA			IA	IA			CA
3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (Programme specific).				I	I	I		C

STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme								
4. Review literature in the context of its practical application (Programme specific).				IA				CA
5. Develop robust and creative strategies for the successful implementation of plans and projects, delivering outcomes that are financially viable, publically supported and positive in their design response (Programme specific)					I	CA	CA	
6. Create strategies, and develop tools, for encouraging community and stakeholder involvement and effective partnership and/or partnership arrangements (Programme specific; ESD).					IA	CA	I	CA
7. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects (Programme specific).							I	
8. 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 (RTPI Spatial Planning Learning Objective 12)					I		I	
9. 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 (RTPI Spatial Planning Learning Objective 13).					I		I	
<b>(D) Transferable skills and other attributes</b>	UBLMGN-30-1 (HSC)	UBGLXU-30-1 (GoG)	UBGLWU-30-1 (CSP)	UBGMFM-15-1 (GS)	UBGLX9-15-1 (P&P)	UBGMSV-30-2 (FP)	UBLMUC-30-2 (DPL)	UBGMFJ-15-2 (RtC)
1. Plan and effectively manage the use of time, including the management of learning using a range of resources (Programme specific).	IA	IA	IA	IA	IA	IA	IA	CA
2. Manage the successful completion of a multi-stage project, dissertation and placement study (Programme specific).	IA					CA	CA	CA



STUDENT AND ACADEMIC SERVICES

Part 3: Learning Outcomes of the Programme									
3. Produce written and graphic work of a high visual standard in different formats (Programme specific).	IA	IA	IA	IA	IA	CA	CA	CA	
4. Make effective presentations of work (Programme specific).					CA		CA	CA	
5. Undertake effective work in the field (Programme specific).	IA					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 (Programme specific).				IA				CA	
7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions (RTPI Spatial Planning Learning Objective 11).	IA	IA	IA	IA	IA	CA	CA	CA	

## STUDENT AND ACADEMIC SERVICES

### Core modules: levels three and four

(A) Knowledge and understanding of:	UBGMWE-30-3 (PGC)	UBGLYQ-15-3 (IPP)	UBGLVX-15-3 (PL)	UBPMNJ-30-M (HTP)	UBGML9-15-M (PMP)	UBGMFH-15-M (SGI)	UBGMY5-30-M (AP)	UBLMLW-30-M (REID)
1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (Programme specific).								
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 (Programme specific).								
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 (Programme specific).				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 (Programme specific).					C A			
5. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks (RTPI Spatial Planning Learning Objective 1).		C A	C A		C A			C A
6. Demonstrate how efficient resource management helps to deliver effective spatial planning (RTPI Spatial Planning Learning Objective 4).								
7. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures (RTPI Spatial Planning Learning Objective 5).				C A	C A	CA		
8. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change (RTPI Spatial Planning Learning Objective 6).				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 (RTPI Spatial Planning Learning Objective 9).				C A				
10. Provide critical reflection on the contextual factors associated with the delivery and implementation of policy and projects by drawing from relevant theory, practice and research (Programme specific)		C A	C A	C A	C A	CA		C A
11. Demonstrate an understanding of the tools, processes and legislation for assessing the social, economic and environmental merits of plans and projects and developing appropriate mitigation strategies where impacts arise (Programme specific).					C A	C A		

## STUDENT AND ACADEMIC SERVICES

<b>(B) Intellectual Skills</b>	UBGMWE-30-3 (PGC)	UBGLYQ-15-3 (IPP)	UBGLVX-15-3 (PL)	UBPMNJ-30-M (HTP)	UBGML9-15-M (PMP)	UBGMFH-15-M (SGI)	UBGMY5-30-M (AP)	UBLMLW-30-M (REID)
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 (Programme specific).		C A	CA			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 (Programme specific).				C A		C		
3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues (Programme specific).		C A				C A	C A	C A
4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems (Programme specific).							C A	
5. Generate integrated and well substantiated responses to spatial planning challenges (RTPI Spatial Planning Learning Objective 2)						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 (RTPI Spatial Planning Learning Objective 3)				C A				
7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process (RTPI Spatial Planning Learning Objective 7)				C A				
8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community (RTPI Spatial Planning Learning Objective 8)						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 (RTPI Spatial Planning Learning Objective 10)							C A	
<b>C) Subject/Professional/Practical Skills</b>	UBGMWE-30-3 (PGC)	UBGLYQ-15-3 (IPP)	UBGLVX-15-3 (PL)	UBPMNJ-30-M (HTP)	UBGML9-15-M (PMP)	UBGMFH-15-M (SGI)	UBGMY5-30-M (AP)	UBLMLW-30-M (REID)
1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial patterns (Programme specific).						C A		

## STUDENT AND ACADEMIC SERVICES

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 (Programme specific).		C A	CA	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 (Programme specific).							C A	
4. Review literature in the context of its practical application (Programme specific).		C A	CA				C A	
5. Develop robust and creative strategies for the successful implementation of plans and projects, delivering outcomes that are financially viable, publically supported and positive in their design response (Programme specific)						C A	C A	C A
6. Create strategies, and develop tools, for encouraging community and stakeholder involvement and effective partnership and/or partnership arrangements (Programme specific; ESD).						C	C	
7. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects (Programme specific).						C A		C A
8. 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 (RTPI Spatial Planning Learning Objective 12)							C A	
9. 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 (RTPI Spatial Planning Learning Objective 13).				C A			C A	
<b>(D) Transferable skills and other attributes</b>	<b>UBGMWE-30-3 (PGC)</b>	<b>UBGLYQ-15-3 (IPP)</b>	<b>UBGLVX-15-3 (PL)</b>	<b>UBPMNJ-30-M (HTP)</b>	<b>UBGML9-15-M (PMP)</b>	<b>UBGMFH-15-M (SGI)</b>	<b>UBGMY5-30-M (AP)</b>	<b>UBLMLW-30-M (REID)</b>
1. Plan and effectively manage the use of time, including the management of learning using a range of resources (Programme specific).		C A	CA	C A		C A	C A	C A
2. Manage the successful completion of a multi-stage project, dissertation and placement study (Programme specific).		C A					C A	
3. Produce written and graphic work of a high visual standard in different formats (Programme specific).		C A	CA	C A		C A	C A	C A
4. Make effective presentations of work (Programme specific).				C A			C A	
5. Undertake effective work in the field (Programme specific).		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 (Programme specific).								
7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions (RTPI Spatial Planning Learning Objective 11).		C A	CA	C A		C A	C A	C A

# STUDENT AND ACADEMIC SERVICES

## Optional modules in levels two and three

A) Knowledge and understanding of:	UBGMWD-15-2 (MGR)	UBGMYU-15-2 (MPS)	UBGLXG-15-2 (RC)	UBGMMS-15-2 (CGT)	UBGMKQ-15-2 (MNP)	UBGLXC-30-3 (EPD)	UBGML5-30-3 (RE)	UBGLWC-15-3 (SA) *	UBGMYQ-15-3 (PE) *	UBGLWT-30-3 (IPE)	UBGMQD-30-3 (FYP)	UBGLW8-30-3 (IWM)	UBGMPU-30-3 (EMGS)	UBGMVU-30-3 (ITDE)	UBGMKV-30-3 (TC)	UBGMJC-30-3 (AGE)
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	C	C A	C A		C A	C A	C A		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	C	C	C A	C A	C A	C A	C A	C A		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 geographers and planners can take in delivering positive change .	C	C	C	C	C A	C A		C A	C A	C A	Project dependent		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		C A	C A		C A	C A	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 A	C A	C A	C A	C A						
6. Demonstrate how efficient resource management helps to deliver effective spatial planning.	C	C	C	C	C A	C A	C A	C A	C A	C A		C A	C A	C A	C A	C A

## STUDENT AND ACADEMIC SERVICES

	UBGMWD-15-2 (MGR)	UBGMYU-15-2 (MPS)	UBGLXG-15-2 (RC)	UBGMMS-15-2 (CGT)	UBGMKQ-15-2 (MNP)	UBGLXC-30-3 (EPD)	UBGML5-30-3 (RE)	UBGLWC-15-3 (SA) *	UBGMYQ-15-3 (PE) *	UBGLWT-30-3 (IPE)	UBGMQD-30-3 (FYP)	UBGLW8-30-3 (IWM)	UBGMPU-30-3 (EMGS)	UBGMVU-30-3 (TTDE)	UBGMKV-30-3 (TC)	UBGMJC-30-3 (AGE)
7. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.							C A	C A	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	CA	C A	C A		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 A		C A	C A	C A						
10. Provide critical reflection on the contextual factors associated with the delivery and implementation of policy and projects by drawing from relevant theory, practice and research.					C A	C A	C	C A	C A	C A						
11. Demonstrate an understanding of the tools, processes and legislation for assessing the social, economic and environmental merits of plans and projects and developing appropriate mitigation strategies where impacts arise.			C					C A	C A	C A						

STUDENT AND ACADEMIC SERVICES

<b>(B) Intellectual Skills</b>	UBGMWD-15-2 (MGR)	UBGMYU-15-2 (MPS)	UBGLXG-15-2 (RC)	UBGMMS-15-2 (CGT)	UBGMKQ-15-2 (MNP)	UBGLXC-30-3 (EPD)	UBGML5-30-3 (RE)	UBGLWC-15-3 (SA) *	UBGMYQ-15-3 (PE) *	UBGLWT-30-3 (IPE)	UBGMQD-30-3 (FYP)	UBGLW8-30-3 (IWM)	UBGMPU-30-3 (EMGS)	UBGMVU-30-3 (ITDE)	UBGMKV-30-3 (TC)	UBGMJC-30-3 (AGE)
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.	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	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.	C A	C A	C A	C A	C A	C A		C A	C A		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	C A	C A	C A	C A	C A	C A		C A	C A	C A	C A	C A	C A	C A	C A	C A
4. Generate integrated and well substantiated responses to spatial planning challenges					C A	C A	C A	C A	C A	C A						
5. 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 A	C A	C A	C A						
6. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process							C A	C A								
7. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community							C A	C A	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							C A	C A	C A	C A						

## STUDENT AND ACADEMIC SERVICES

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													
<b>(C) Subject/Professional/Practical Skills</b>	UBGMWD-15-2 (MGR)	UBGMYU-15-2 (MPS)	UBGLXG-15-2 (RC)	UBGMMS-15-2 (CGT)	UBGMKQ-15-2 (MNP)	UBGLXC-30-3 (EPD)	UBGML5-30-3 (RE)	UBGLWC-15-3 (SA) *	UBGMYQ-15-3 (PE) *	UBGLWT-30-3 (IPE)	UBGMQD-30-3 (FYP)	UBGLW8-30-3 (IWM)	UBGMPU-30-3 (EMGS)	UBGMVU-30-3 (ITDE)	UBGMKV-30-3 (TC)	UBGMJC-30-3 (AGE)															
1. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial patterns									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 .	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	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	C A																					
4. Review literature in the context of its practical application.	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A
5. Develop robust and creative strategies for the successful implementation of plans and projects, delivering outcomes that are financially viable, publicly supported and positive in their design response.						C A		C A	C A	C A																					
6. Create strategies, and develop tools, for encouraging community and stakeholder involvement and effective partnership and/or partnership arrangements (ESD).								C A	C A	C A																					
7. 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	C A																					
8. 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, and advocacy and leadership skills.								C A	C A	C A																					



## STUDENT AND ACADEMIC SERVICES

9. 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	C A									
<b>(D) Transferable skills and other attributes</b>	UBGMWD-15-2 (MGR)	UBGMYU-15-2 (MPS)	UBGLXG-15-2 (RC)	UBGMS-15-2 (CGT)	UBGMKQ-15-2 (MNP)	UBGLXC-30-3 (EPD)	UBGML5-30-3 (RE)	UBGLWC-15-3 (SA) *	UBGMYQ-15-3 (PE) *	UBGLWT-30-3 (IPE)	UBGMQD-30-3 (FYP)	UBGLW8-30-3 (IWM)	UBGMFU-30-3 (EMGS)	UBGMVU-30-3 (ITDE)	UBGMKV-30-3 (TC)	UBGMJC-30-3 (AGE)			
1. Plan and effectively manage the use of time, including the management of learning using a range of resources.	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	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.						C A	C A	C A	C A		C A								
3. Produce written and graphic work of a high visual standard in different formats.	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	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	C A			C A					
5. Undertake effective work in the field.						C A		C A	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		C A								
7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A	C A

\* Depending 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 level. This contact time encompasses a range of face: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.

#### Part 4: Student Learning and Student Support

A variety of teaching and learning methods are used throughout the Master of Planning (Geography) 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, a scheduled agency project experience in level four and an optional Erasmus exchange opportunity in level four.

The emphasis of each level is on comprehensive reading, working towards independent learning and knowledge development in levels three and four. 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 levels two and three 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 level 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 levels. Where 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 both the geography and planning sectors, 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 level three and all students are given a 5-6 week work placement in level four via the agency project.

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. Both the geography and planning subjects benefit from their own student societies, while membership to the Royal Town Planning Institute and Royal Geographical Society will also be promoted.

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

<b>Part 4: Student Learning and Student Support</b>
<p><b>Description of the teaching resources provided for students</b></p> <p>Students will require a variety of teaching and learning space, including lecture theatres, seminar rooms and studio space. Facilities are excellent, with much of the teaching and learning activity occurring in either new or refurbished accommodation.</p> <p>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 level one will be required to develop an e-portfolio that will trace their learning during the course of the programme.</p>
<p><b>Description of Distinctive Features and Support</b></p> <p>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, health, communities, resilience, environmental management and transport.</p> <p>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 further support for individual development.</p> <p><i>Employment opportunities</i></p> <p>Student employment prospects are excellent since the job market for geographers and planners is very good with a variety of opportunities across the public, private and voluntary sectors.</p> <p><i>Field trips and exchange opportunities</i></p> <p>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.</p> <p>The department has a well-developed Erasmus exchange programme with the universities of Hannover in Germany; Nijmegen in Netherlands; Tours in France and Bologna in Italy. Applications from students wishing to study abroad will be determined on the basis of their individual merits. However, students will need to have completed and passed all of their modules up to the time that they choose to study abroad. The modules to be studied on an Erasmus exchange will be carefully selected in order to deliver a comparable set of learning outcomes.</p>

<b>Part 5: Assessment</b>
<p>A: Approved to <a href="#">University Regulations and Procedures</a></p>
<p><b>Assessment Strategy</b></p> <p>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</p>

## STUDENT AND ACADEMIC SERVICES

### Part 5: Assessment

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.

### 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 UBGLXU-30-1 Geographies of Globalisation UBGLWU-30-1 Culture, Society and Place UBGMFM-15-1 Geographical Skills UBGLX9-15-1 People and Planning	None	<b>CertHE Geography and Planning –</b> 120 credits with at least 100 at level 1 or above
	Level 2	UBGMMSV-30-2 Future Places UBLMUC-30-2 Development, Practice and Law UBGMFJ-15-2 Researching the City	Students must take 45 credits from: UBGMWD-15-2: Managing Global Resources UBGMFYU-15-2: Migration, Policy and Society UBGLXG-15-2 Regenerating Cities UBGMMS-15-2 Culture, Geography and Tourism UBGMKQ-15-2 Managing National Parks	<b>DipHE Geography and Planning -</b> 240 credits with at least 100 at level 2 or above and a further 120 at level 1 or above

## STUDENT AND ACADEMIC SERVICES

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.

	Level 3 (with sandwich year)	<b>Compulsory Modules</b>	<b>Optional Modules:</b>	<b>Interim Award:</b>
		UBGWE-30-3: Planning Global Cities  UBGLYQ-15-3: Independent Project (Planning)	<b>Students to take 15 credits from:</b>  UBGLVX-15-3 Placement <b>or</b>  UBGLWC-15-3 Study Abroad  <b>Students to take 60 credits from:</b>  UBGM5-30-3 Renewable Energy  UBGMVU-30-3 International Tourism Development and the Environment  UBGLW8-30-3 Integrated Water Management  UBGMPU-30-3 Environmental Management in the Global South  UBGMKV-30-3 Transforming Cities  UBGMJC-30-3 Advanced Geographic Expedition  UBGLWT-30-3 International Planning Expedition  UBGLXC-30-3 Environmental Planning and Design	<b>BA Geography and Planning (SW)</b> 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

STUDENT AND ACADEMIC SERVICES

	Level 3 (without sandwich year)	<b>Compulsory Modules</b>	<b>Optional Modules:</b>	<b>Interim Award:</b>
		UBGMWE-30-3: Planning Global Cities	<p><b>Students to take 30 credits from:</b></p> <p>UBGMQD-30-3: Final Year Project</p> <p><b>or</b></p> <p>UBGLYQ-15-3: Independent Project (Planning)</p> <p><b>and</b></p> <p>UBGMYQ-15-3 Professional Experience</p> <p><b>or</b></p> <p>UBGLY9-15-3 Design and Implementation Project</p> <p><b>Students to take 60 credits from:</b></p> <p>UBGML5-30-3 Renewable Energy</p> <p>UBGMVU-30-3 International Tourism Development and the Environment</p> <p>UBGLW8-30-3 Integrated Water Management</p> <p>UBGMPU-30-3 Environmental Management in the Global South</p> <p>UBGMKV-30-3 Transforming Cities</p> <p>UBGMJC-30-3 Advanced Geographic Expedition</p> <p>UBGLWT-30-3 International Planning Expedition</p> <p>UBGLXC-30-3 Environmental Planning and Design</p>	<p><b>BA Geography and Planning</b></p> <p>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</p>

## STUDENT AND ACADEMIC SERVICES

<p><b>In order to satisfy the educational requirements of the Royal Town Planning Institute students will need to complete level four that comprises masters' level study. These students will not receive the interim award but will progress towards the Master of Planning (Geography) award.</b></p>			
Level 4	<p>UBPMNJ-30-M History and Theory of Urban Planning</p> <p>UBGML9-15-M Planning Major Projects</p> <p>UBGMFH-15-M Strategic Growth and Infrastructure</p> <p>UBGMY5-30-M Agency Project B</p> <p>UBLMLW-30-M: Real Estate Investment and Development</p>		<p><b>Target award:</b></p> <p><b>Master of Planning (Geography)</b></p> <p>480 credits with at least 120 at level M, a further 100 at level 3 or above, a further 100 at level 2 or above and a further 140 at level 1 or above.</p>

### 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 levels 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 final Master of Planning (Geography) award is fully accredited by RTPI 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. The programme is a truly international offering and presents opportunities for EU and international development

## Part 8: Reference Points and Benchmarks

- *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 geography and planning. The Master of Planning (Geography) award is fully accredited by the RTPI and, in partnership with the RTPI and UWE Bristol, students are able to develop and realize their potential.

- *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: That differentiate our academic activity and enhance the global reputation, health, sustainability and 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' (2008) and 'geography' (2014).



## Part 8: Reference Points and Benchmarks

### *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 Royal Geographical Society (RGS)*

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

### *Staff research and consultancy interests and expertise*

The programme is supported by a strong research base, with four 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, projects and in the operation of the level three placement/level four agency project.