



## **Module Specification**

### **Professional Development and Practice**

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## Part 1: Information

**Module title:** Professional Development and Practice

**Module code:** UBGL34-15-1

**Level:** Level 4

**For implementation from:** 2024-25

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Arts, Technology and Environment

**School:** CATE School of Architecture and Environment

**Partner institutions:** None

**Field:** Geography and Environmental Management

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** This module is designed to enhance student understanding about planning as a discipline and as an area of professional activity. It also introduces students to the value of professional development and career planning.

**Outline syllabus:** The module considers the origins of the planning profession and how it is practised today, both across the UK and the wider world. It provides insight into what planners do, the range of organisations they are employed by, and the type of work they are typically engaged with. The module unpacks the sectors and specialisms that planners can work within, and considers the type of skills, knowledge and behaviours that planners are expected to have. Sessions will also highlight some of the challenges and pressures that planners are likely to encounter through their work. These pressures might be quite generic in nature, such as those relating to project or time management, or be more specific, such as those relating to confidentiality, professional ethics and customer and client management. The module will also allow students to consider the type of change that is likely to pervade the profession in the future, such as the transitions arising from the application of new technology. The module will re-introduce the professional and subject bodies that support, promote and accredit the profession, and will outline the steps that need to be taken for becoming a professional, chartered planner. Students will develop an understanding of the current composition of the profession and recognise the ongoing attempts to extend and diversify. Finally, the module will consider how planning is practised internationally, with a selection of case studies being included to show the nature of the planning profession in a selection of countries.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module will be delivered via a workshop-based approach to learning, supported by a suite of online resources.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Outline the evolution of, and future prospects for, planning as an academic discipline and as an area of professional activity.

**MO2** Identify and explain the knowledge, skills and behaviours that practising planners are expected to demonstrate.

**MO3** Audit personal knowledge, skills and behaviours and apply reflective practice to articulate a professional goal and associated strategy for how this goal can be achieved.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 120 hours

Face-to-face learning = 30 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/56B05218-61AE-1357-E77D-3A4E270B5256.html) via the following link <https://rl.talis.com/3/uwe/lists/56B05218-61AE-1357-E77D-3A4E270B5256.html>

## **Part 4: Assessment**

**Assessment strategy:** Summative assessment - submit a video presentation requiring students to prepare a resource capable of promoting, and adding identity, to planning as an academic discipline and as an area of professional activity. By drawing from scheduled workshops and personal research, students will need to reflect on the evolution of both and consider the prospects for the future. They will also need to consider the knowledge, skills and behaviours that practising planners are expected to have, the type of jobs they undertake, and the kind of legal, social, ethical and professional issues that they are likely to encounter through their work. In the last slide, students will need to reflect on their own professional development portfolio.

While students will be encouraged to review and critique similar resources, module sessions will provide support with respect to identifying best-practice concerning both visual and verbal communication. In-class guidance, together with relevant online resources, will be used to offer appropriate support to students as they progress the task.

Formative assessment- Professional Development portfolio develops an understanding of professional development and reflection. This assessment will require students to present their reflection on the knowledge, skills, behaviours that they personally possess. Students will be asked to research and identify a personal professional goal relating to a specific job, or employment sector, of interest. Exercises will require the student to unpack the requirements and expectations surrounding the goal and develop a strategy for how they can be successful in securing it. To support this part of the portfolio, sessions will provide students with insight about application processes and allow them to practise writing covering letters and curriculum vitae (and their equivalents).

Although students will need to prepare their portfolios individually, they will be expected to collaborate with students, staff and relevant professional services within the university.

Students will present their Professional Development portfolio in the class to receive formative feedback from the teaching team.

Resit - a similar brief to that described above for video assessment, which may include some topic changes.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Video presentation (10 mins)

A video presentation requiring students to reflect on the evolution of planning and consider the prospects for the future. Students will need to consider the knowledge, skills and behaviours that practising planners are expected to have, the type of jobs they undertake, and the kind of legal, social, ethical and professional issues that they are likely to encounter through their work. In the last slide, students will need to reflect on their own professional development plan.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Presentation (Resit)**

Description: Video presentation (10 mins)

A video presentation requiring students to reflect on the evolution of planning and consider the prospects for the future. Students will need to consider the knowledge, skills and behaviours that practising planners are expected to have, the type of jobs they undertake, and the kind of legal, social, ethical and professional issues that they are likely to encounter through their work. In the last slide, students will need to reflect on their own professional development plan.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Urban Planning [Frenchay] BSc (Hons) 2024-25

Urban Planning Practice {Apprenticeship-UWE} [Frenchay] CertHE 2024-25