



## **Module Specification**

### **Agency Project A**

Version: 2028-29, v2.0, Approved

## **Contents**

<b>Module Specification</b> .....	<b>1</b>
<b>Part 1: Information</b> .....	<b>2</b>
<b>Part 2: Description</b> .....	<b>2</b>
<b>Part 3: Teaching and learning methods</b> .....	<b>4</b>
<b>Part 4: Assessment</b> .....	<b>5</b>
<b>Part 5: Contributes towards</b> .....	<b>7</b>

## Part 1: Information

**Module title:** Agency Project A

**Module code:** UBGMMV-15-3

**Level:** Level 6

**For implementation from:** 2028-29

**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:** Designed to enhance employability, the Agency Project module focuses on building both general workplace competencies and planning-specific skills. Students will develop confidence in communication, teamwork, problem-solving, and time management, while applying academic knowledge to practical challenges.

By the end of the module, students will:

- Understand the roles and relationships of organisations involved in planning.

- Apply professional and interpersonal skills in a live agency setting.
- Create and evaluate imaginative, viable planning proposals informed by research and practice.

**Features:** Not applicable

**Educational aims:** The Agency Project module offers students a unique opportunity to immerse themselves in the real-world workings of planning through direct experience with a relevant agency. As part of the undergraduate programme accredited by the Royal Town Planning Institute (RTPI), the module bridges academic learning with practical application, enhancing students' understanding of how planning policy is shaped and implemented across diverse organisational contexts.

Through active participation and observation, students will gain insight into the collaborative nature of planning practice, the roles and interrelationships of key stakeholders, and the challenges and opportunities encountered in delivering effective planning outcomes. The module is designed to foster employability by developing essential professional competencies—including analytical thinking, communication, teamwork, and time management—within a live planning environment.

**Outline syllabus:** The module will run in two parts. The first part will prepare the students for undertaking their work placement. This will consist of six sessions over the year as a whole, with one of these sessions taking place immediately prior to the commencement of the placement. The content of these sessions will include lectures, guest speakers from a range of relevant agencies and workshops to support and prepare the students for their work based learning. Support will include preparation for employment, interview techniques, CV writing, presentation skills, office practice, professional ethics and standards.

The second part of the module will consist of the six-week placement period. The student will work in an agency of planning or on a project concerned with planning for five weeks, reaching a conclusion with proposals or making recommendations related to the task/s performed during the placement.

## Part 3: Teaching and learning methods

**Teaching and learning methods:** Scheduled learning will be split between lectures and associated, hands-on workshops. Lectures will be used to provide the background theories, concepts and examples from research and practice. The workshops will encourage both group and individual reflection on the key themes being discussed.

Students will be asked to undertake some preparatory work to help support and underpin these workshop sessions, including elements of reading and personal research. Some of these references will be taken from the reading strategy but, given the dynamic nature of the subject matter and the broad nature of the students' research, additional and bespoke sources will also need to be found.

Independent learning includes hours engaged with essential reading to support the lecture sessions and the reading that will be needed to underpin the workshops.

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

**MO1** Understand and evaluate the role of organisations and key actors working in them to appreciate the functions, interrelations, and contributions of various agencies in planning policy and implementation.

**MO2** Demonstrate practical and analytical skills in real-world planning contexts through problem-solving, communication, teamwork, and time-management skills while contributing effectively to agency work.

**MO3** Develop, critique and reflect on imaginative, viable planning proposals informed by academic and professional knowledge.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/uwe/lists/1A9CEBCA-C36F-019A-1860-15E05E0D6836.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The summative assessment consists of a Portfolio developed as part of the placement:

This portfolio assessment brings together three interrelated pieces of coursework developed during your professional placement. It is designed to demonstrate your ability to engage with real-world planning practice, apply academic knowledge in a practical setting, and reflect critically on your experience. The portfolio should be cohesive, professionally presented, and clearly structured to showcase your development and contribution throughout the placement.

Portfolio components:

1. Project Brief (500 words)

Written at the start of the placement.

- Outline the aims, scope, and context of your placement project.
- Identify the host agency, its role in the planning system, and your expected contribution.
- Include initial objectives and anticipated learning outcomes.

2. Project Report (2,000 words)

\*Written during and submitted at the end of the placement.

- Provide a detailed account of the project undertaken.
- Analyse the planning context, organisational dynamics, and your role within the agency.

- Evaluate the outcomes of the project, including challenges, solutions, and impact.
- Support your analysis with relevant planning theory and policy references.

### 3. Reflective Essay (1,000 words)

Written at the end of the placement.

- Reflect on your personal and professional development during the placement.
- Discuss key skills gained (e.g. communication, teamwork, problem-solving).
- Consider how the experience has shaped your understanding of planning practice and future career aspirations.

The resit brief is similar to that for the first sit.

#### Rationale for the Portfolio assessment:

The Portfolio is designed to provide a structured yet flexible framework for students to engage meaningfully with their professional placement experience. As part of an RTPI-accredited undergraduate programme, this assessment supports the development of core competencies required for effective planning practice, while encouraging critical reflection and integration of academic learning.

By combining three distinct but complementary components—a project brief, a project report, and a reflective essay—the portfolio enables students to demonstrate a full cycle of engagement: from initial planning and goal-setting, through practical contribution and analysis, to personal and professional reflection. This format mirrors real-world planning workflows and encourages students to think holistically about their role within the planning system.

The portfolio also promotes employability by requiring students to articulate their experience, showcase their skills, and reflect on their growth. It fosters key graduate attributes such as communication, problem-solving, teamwork, and time management, all within the context of a live planning environment.

Ultimately, this assessment is designed not only to evaluate academic achievement, but to empower students to become thoughtful, capable, and reflective practitioners—ready to contribute to the evolving challenges of urban planning.

Formative feedback opportunities takes place during the module prior to commencement and during the placement and considers the development of the professional planner and nurtures a critical and reflective mindset. The format of the Portfolio will be a 'live' document that is shared between the student and the academic tutor team and where relevant with the employer so that it allows for continuous feedback prior to and during the placement. The reflective element however will not be shared with the employer.

**Assessment tasks:****Portfolio (First Sit)**

Description: The portfolio assessment brings together three interrelated pieces of coursework developed during the professional placement: (1) project brief (10%); (2) report (65%); (3) reflective essay (25%).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (Resit)**

Description: The portfolio assessment brings together three interrelated pieces of coursework developed during the professional placement: (1) project brief (10%); (2) report (65%); (3) reflective essay (25%).

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:

Architecture and Planning {Foundation} [Frenchay] BA (Hons) 2024-25

Architecture and Planning [Frenchay] - WITHDRAWN BA (Hons) 2025-26

Urban Planning [Frenchay] BSc (Hons) 2027-28