



Module Specification

Agency

Version: 2027-28, v1.0, 14 Mar 2025

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Part 1: Information

Module title: Agency

Module code: UBLL83-15-3

Level: Level 6

For implementation from: 2027-28

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: Architecture and the Built Environment

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: Work-based and experiential learning are increasingly recognized as essential components of higher education, particularly in programs designed to meet professional accreditation requirements.

Universities must evolving their strategies to prioritize industry-focused learning, ensuring graduates are well-prepared to excel in competitive job markets. Aligned with this vision, UWE Bristol's 2030 Strategy underscores the importance of providing 'real-world' learning opportunities, such as placements and live projects, to

produce graduates who are ready to realize their full potential in the workplace. This continues to be the case with the expansion "Skills England" identifying the competencies required to create sustainable and resilient economy.

Work-based initiatives, such as the Agency Project, allow undergraduates to develop these skills within a professional culture, blending academic learning with practical experience in real-world employment settings.

This module is designed to bridge the gap between academia and industry by providing academic oversight and reflection, equipping learners with a competitive edge and the ability to thrive in their chosen careers.

Features: The Agency Project is a five-week, work-based learning module.

Agency Project as a workplace learning module that aims to help students both relate theory to practice and to reflect on their period of work before they embark upon their professional career. The module therefore provides some important grounding for the RTPI's Assessment of Professional Competence (APC) that students can commence after successfully achieving their accredited degree.

Educational aims: The Agency Project was first devised in 1990, following discussion regarding the use of work placements in planning education. The aim of the project is clear – the student must complete a worthwhile piece of work whilst based in an agency of planning, which is of use to the organisation. In this it differs from other work placements, which may be diary-based, work experience or merely work shadowing. The piece of work is formally assessed, and marks gained will count towards the student's final degree.

This module provides an opportunity for students to directly experience working in or with a particular agency involved in planning. The module seeks to ensure that students can improve their employability through the development of general and specific professional skill needed in the workplace. The module will also give the student an opportunity to take part in and observe how the planning process works in practice.

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, 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 five-week placement period. The student will work in an agency of planning or on a project concerned with planning for six 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 includes lectures, guest speakers and workshops to support and prepare the students for their work based learning.

Independent learning includes preliminary research, undertaking essential reading, assignment preparation and completion.

Contact Hours:

Contact time: 36hrs

Assimilation and development of knowledge: 74hrs

Assessment: coursework 40hrs

Total: 150hrs

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

MO1 Critically evaluate the roles, interrelationships, and contributions of organizations involved in planning, integrating insights from academic and professional literature to develop informed, evidence-based theoretical and practical applications.

MO2 Apply problem-solving and analytical skills to create imaginative, viable, and context-sensitive proposals that address complex real-world challenges, balancing sustainability, social equity, and economic viability.

MO3 Demonstrate proficiency in professional communication, teamwork, and interpersonal skills in a real-life agency setting, reflecting critically on personal and professional growth to support continuous development.

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](https://rl.talis.com/3/uwe/lists/B37700D2-2666-2F61-E10F-843C1BB2E733.html) via the following link <https://rl.talis.com/3/uwe/lists/B37700D2-2666-2F61-E10F-843C1BB2E733.html>

Part 4: Assessment

Assessment strategy: The Assessment - Portfolio

The assessment is structured to align with the workflow of a practitioner, supporting students throughout the placement project and is brought together as a portfolio.

Students might be working on similar projects, but joint working is not allowed. Therefore, clearly distinguishable areas of work must be identified at the project brief stage and agreed by the agency and the module leader as early in the process as possible.

This phased approach mirrors professional practices in planning.

Phase 1: Briefing Document

Students begin by preparing a concise briefing document that outlines the objectives, scope, and key considerations for their placement project. This document

demonstrates their ability to critically analyse organizational roles and planning processes.

Phase 2: Final Report

At the conclusion of the placement, students complete a detailed report summarizing their findings, proposed solutions, and reflections on the outcomes of their project.

This report is shared with industry partners, showcasing students' ability to apply problem-solving, analytical, and evaluative skills in creating effective and viable planning proposals.

Phase 3: Reflective Essay

Students conclude the assessment with a short reflective essay, exclusively shared with academic staff. This essay focuses on their professional development during the placement, evaluating their communication, teamwork, and interpersonal skills and their ability to synthesize academic and practical insights into planning.

This phased assessment structure integrates professional practice with academic reflection, ensuring that students develop and demonstrate the skills and competencies expected in the planning profession.

The resit follows the same pattern and is assessed as a single portfolio.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio (3500 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio (3500 words).

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 [Frenchay] BA (Hons) 2025-26