



Module Specification

Planning Fundamentals 2

Version: 2026-27, v1.0, Approved

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Part 1: Information

Module title: Planning Fundamentals 2

Module code: UBLLBM-15-1

Level: Level 4

For implementation from: 2026-27

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: Professional Development module that explores practice implications of the key knowledge, skills and behaviours for planners and explores routes for professional planners in built and natural environment careers.

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

MO2 Identify and 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.

MO3 Explore the inter-relationship between planning, law, economics and management through applied case studies and project examples.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 120 hours

Face-to-face learning = 30 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/91D237B5-103E-B4F1-D635-AEDA92D71025.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/91D237B5-103E-B4F1-D635-AEDA92D71025.html?lang=en-GB&login=1>

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: No

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) 2026-27