



Module Specification

Healthy Placemaking

Version: 2026-27, v1.0, Approved

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Part 1: Information

Module title: Healthy Placemaking

Module code: UBLLCF-30-M

Level: Level 7

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

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: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module explores how urban planning and design can actively promote health, wellbeing, and equity in cities. Students will critically examine the environmental, spatial, and social determinants of health and their intersection with urban form. Through evidence-based design, policy analysis, and interdisciplinary collaboration, students will develop proposals that advocate for healthier, more inclusive urban environments. The module combines theory, policy, and practice,

culminating in the development of professional-standard design outputs and health impact assessments.

Features: Not applicable

Educational aims: This module aims to equip students with the critical insight, interdisciplinary knowledge, and professional design capabilities needed to plan and advocate for healthier, more inclusive urban environments. Through the exploration of environmental, spatial, and social determinants of health, students will learn to apply evidence-based approaches to urban design, assess planning systems and policy frameworks, and collaborate across sectors to address inequalities. Emphasising practical skills and reflective practice, the module enables students to communicate proposals using appropriate design tools and health impact assessment methods, preparing them to contribute meaningfully to contemporary planning challenges in alignment with RTP1 competencies and the WHO Healthy Cities framework.

Outline syllabus: Indicative syllabus:

Introduction to Healthy Urbanism - Key concepts: health, wellbeing, equity, inclusivity
Determinants of Urban Health - Environmental, spatial, and social factors shaping wellbeing |

Principles of Urban Design for Health - Walkability, green space, density, accessibility

Evidence-Based Design Approaches - Using research and data to inform planning proposals

Inequality and Health in Cities - Mapping disparities and designing for inclusion

Health Impact Assessment (HIA) - Methods, tools, and integration into planning practice

Planning Systems and Policy Frameworks - UK and international approaches to healthy urban environments

Interdisciplinary Collaboration - Working across planning, public health, transport, and design

Design Tools and Techniques - Sketching, mapping, digital tools (e.g., GIS, Forma)

Communicating Healthy Design - Visual storytelling, stakeholder engagement, public consultation

Case Studies in Healthy Urbanism - Global and UK examples of successful interventions

Reflection

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 Critically evaluate how environmental, spatial, and social determinants of health intersect with principles of urban design to shape wellbeing, inclusivity, prosperity and equity in cities.

MO2 Apply evidence-based approaches to develop and assess design proposals that promote healthy behaviours, wellbeing, and the reduction of inequalities.

MO3 Analyse the role of planning systems, policy frameworks, and interdisciplinary collaboration in delivering healthy urban environments, and make recommendations for improvement.

MO4 Demonstrate professional design skills by creating and communicating proposals, using appropriate design tools, drawings, and health impact assessment methods, that advocate for healthier, more sustainable places.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/E2F88869-E3D2-A0AE-2A94-2E5244251DD8.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/E2F88869-E3D2-A0AE-2A94-2E5244251DD8.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: The summative assessment is a Practice-based Portfolio where individual students work on:

A site-based urban design proposal that promotes health, wellbeing and equity which will include site analysis using spatial and social health determinants, a case study of a city or neighbourhood that has implemented health-focussed planning interventions, conceptual design drawings and diagrams, integration of health-promoting feature, a Health Impact Assessment summary and a reflective commentary on design decisions and stakeholder needs.

Formative feedback takes place during the module and considers the development of the professional planner and nurtures a critical and reflective mindset.

Formative feedback will consist of:

Discussion between peers within the lectures, tutorials and other scheduled sessions

Comments on coursework drafts by the teaching team

Use of interactive online tools (e.g. Menti) for students to post ideas/questions relating to taught content/coursework

Use marking rubric both at the start to manage expectations of what 'good' looks like as well as facilitating students to use the rubric to evaluate their own drafts

Assessment tasks:

Portfolio (First Sit)

Description:

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Urban Planning [Frenchay] MSc 2026-27