



Module Specification

Agency Project B

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Part 1: Information

Module title: Agency Project B

Module code: UBGMY5-30-M

Level: Level 7

For implementation from: 2021-22

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Environment & Technology

Department: FET Dept of Geography & Environmental Mgmt

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Geography and Environmental Management

Module type: Project

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 provides an opportunity for students to apply key areas of knowledge and practise a variety of skills and behaviours through a practice-based experience. By requiring students to engage with professional

practice for a prescribed period of time (30 days), the module requires students to create a professional output and develop case study material capable of showcasing their professional competence. Collectively, through the assessment, students will need to reflect upon the planning issues that their experience sought to respond to, the type of stakeholders they had to engage with, and the kind of legal and ethical practices that they had to follow. Students will also need to reflect upon the type of planning data that they needed to collect and synthesise, the type of decisions that they needed to take through their experience, and the potential economic and political issues / challenges that their experience potentially generated. Students are also required to reflect upon their own personal performance, identifying the elements that could have been undertaken more effectively. While each student experience will inevitably differ, the module provides a framework through which creative, innovative and professional interventions can be made to help deliver and implement a variety of plans, policies and projects.

Outline syllabus: While the period of experience is a critical part of the module, sessions in the lead-up provide advice and support about the type of challenges that students could encounter and the professional competencies that they will need to practise. Significantly, by mirroring certain elements of the RTPI's Assessment of Professional Competence, the module also provides important insight concerning the journey for becoming a professional planner and provides additional reinforcement over the need for students to act ethically and to conduct themselves professionally.

Part 3: Teaching and learning methods

Teaching and learning methods: Students will need to undertake their professional experience with a defined planning agency. These agencies will vary in their nature but each should have a connection to one of three areas, namely:

The preparation on plans, policies and related documents

Plan and policy implementation

Monitoring and research

Each period of experience should extend to no less than 30 days.

Students already working in the sector might want to align their period of experience to the work and activity of their employer, although they are free to approach another planning agency to help broaden their insight. To help generate some clarity and substance, the experience should be linked to a specific application, proposal, scheme, policy document, research report or project. Although in some cases the 30 days will allow for the completion of the specified task, this does not need to be the case. For instance, for a large-scale planning project, the period of experience might extend to initial appraisals and associated consultation, prior to a planning application being submitted.

For those students not working in planning, the module team will identify a planning agency that they can work with. Students will be able to express preferences for their experience, with opportunities being provided across the public, private and voluntary sectors. Detailed guidance concerning the operation of the module will be provided at the start of teaching block 2, with the expectation that many students will need to complete their experience once teaching activity has come to an end. In all cases, early discussion should be held with respect to the type of work that needs to be completed. Assessment will be completed during the placement itself and comprises a project brief, project report and professional discussion.

Although students will be mentored by the host agency, the module leader (and others of the module team) will be available to offer advice on certain matters where appropriate.

Module Learning outcomes:

MO1 Create a deliverable project plan that outlines the scope, and key tasks, underpinning the professional experience.

MO2 Fulfil the expectations and professional requirements of an employer in a job role relevant to planning.

MO3 Critically reflect on how the application of acquired knowledge, skills and behaviours has helped develop their professional practice.

MO4 Critically evaluate the relationship between academic theory and professional planning practice, particularly with respect to the political, ethical and economic dimensions associated with the professional experience.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 60 hours

Placement = 225 hours

Face-to-face learning = 15 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ubgmy5-30-m.html) via the following link <https://uwe.rl.talis.com/modules/ubgmy5-30-m.html>

Part 4: Assessment

Assessment strategy: Assessment will be scheduled at the end of the semester two teaching block.

Element A1: Individual project brief (Learning outcome 1).

Students will need to confirm their planning agency, and the focus of their professional experience, by submitting a brief to the module team. The brief should summarise the work of the agency and its positioning within the operation of the planning system. The brief should also outline the focus of the 30 days of experience, identify key tasks and the references / data supporting the experience. A GANTT chart should be provided to show the scheduling of key activities. Although, for many students, this schedule will be future-orientated, in some cases, the schedule will be detailing activities that have already been completed by the time the brief is submitted. All of the work planned / completed should be of sufficient depth and complexity for masters' level study. The brief will have a limit of 500 words (plus

Gantt chart), as defined by the university's word count policy.

Element A2: Individual project report (Learning outcomes 2 and 3).

The report should present the outcomes arising from the experience. The form of this will vary depending upon the work undertaken but it should represent 30 days of efforts (an indicative word count of 5,000 words is provided). The document should include a table clearly denoting how the 30 days of experience was spent. A template will be provided to students to support this task.

Element A3: Professional discussion (Learning Outcome 4).

The professional discussion (i.e. viva) provides a conclusion to the module's assessment and requires each student to engage in a conversation about their experience. By presenting their experience as a case study of practice, students will need to provide critical personal reflection, and respond to a variety of questions, about the practical and professional competencies that they applied through the 30 days. They will also need to reflect upon the political, ethical and economic dimensions associated with their experience. Each discussion will extend to 15 minutes.

To be eligible for a resit, students must have been placed with an agency and attempted to submit work at the first attempt. It will not be possible for a student to initiate fresh projects during the resit period. They will only be permitted to resubmit the outputs arising from their completed placement.

Assessment components:

Presentation - Component A (First Sit)

Description: Professional discussion (15 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

Written Assignment - Component A (First Sit)

Description: Individual project brief (500 words plus gantt chart)

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Professional Practice Report - Component A (First Sit)

Description: Individual placement report (5,000 words or equivalent) plus visual material (if relevant)

Weighting: 65 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3

Presentation - Component A (Resit)

Description: Professional discussion (15 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

Written Assignment - Component A (Resit)

Description: Individual project brief (500 words plus gantt chart)

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Professional Practice Report - Component A (Resit)

Description: Individual placement report (5000 words equivalent plus visual material)

Weighting: 65 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Urban Planning {Apprenticeship - UWE}[Sep][FT][Frenchay][2yrs] MSc 2020-21

Property Development [Sep][FT][Frenchay][4yrs] MPlan 2018-19

Geography [Sep][FT][Frenchay][4yrs] MPlan 2018-19

Master of Planning [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19

Geography [Sep][SW][Frenchay][5yrs] MPlan 2018-19