



Programme Specification

Urban Planning {Apprenticeship-UWE} [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Urban Planning {Apprenticeship-UWE} [Frenchay]

Highest award: MSc Urban Planning

Interim award: PGCert Urban Planning

Interim award: PGDip Urban Planning

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Architecture and Environment, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies:

Royal Town Planning Institute (RTPI)

Apprenticeship: ST0536

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

Approved qualifications include the Certificate in Urban Planning Practice that is included as part of the UWE Bristol Degree Apprenticeship offer.

For implementation from: 22 May 2013

Programme code: K40V42

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The MSc Urban Planning is a one year full time/two year part time postgraduate master's programme. It is open to graduates from both cognate disciplines (such as geography, for example) and from non- traditional routes (students from non-cognate disciplines, practitioners and the like). Part-time students include apprentices progressing towards the L7 Chartered Town Planner Degree Apprenticeship. The programme is accredited by the Royal Town Planning Institute [RTPI] as a combined award, enabling successful students to satisfy the educational requirements of the RTPI and to progress towards chartered membership of the RTPI. The award also responds to the approved Degree Apprenticeship Standard for becoming a Chartered Town Planner by incorporating required areas of knowledge, as well as prescribed skills and behaviours. As such, the award prepares students / apprentices for the Assessment of Professional Competence [APC] and End Point Assessment. Overall, the programme prepares students / apprentices for work as planners in a wide range of jobs across local or central government, private practice, and the third sector. Graduates / apprentices are also equipped to work outside the UK through the acquisition of international knowledge and skills.

Features of the programme:

Educational Aims: The programme aims:

- 1.To provide a coherent programme of advanced postgraduate study in urban planning, which is firmly underpinned by a wide range of research (including that carried out by staff who teach on the programme) and by Faculty scholarship, consultancy, and links with practice;
- 2.Drawing upon an inspirational programme of learning strongly linked to practice, to enable students/ apprentices from a range of disciplines and backgrounds to become effective, professionally-qualified planners;

3.To offer varied study patterns in order to broaden access to the programme (flexible part-time study, distance learning, ability to take periods of 'time out', etc.);

4.To ensure the management of the programme is sensitive and responsive to the study needs of a range of individuals, including mature students in employment;

5.To provide an opportunity for students/ apprentices to study two complimentary specialised areas of planning, within a course built around core planning knowledge and skills; and

6.To encourage students to develop the capacity for advanced thought and action that is independent, critical, reflective and applicable in a range of international contexts.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. To demonstrate a reflective understanding of how relationships in place and space evolve over time and are open to positive influence by creative planning.
- A2. To demonstrate a reflective understanding of the relationships between the social, economic, and natural environments within different political and cultural contexts.
- A3. To demonstrate a critical understanding of the relationships between market processes, the built environment and different patterns of development
- A4. To evaluate the potential of design to create high quality places, and to demonstrate an understanding of design processes.
- A5. To critically analyse the concept and different interpretations of sustainability in relation to urban planning concerns

Intellectual Skills

- B1. To generate visionary and imaginative responses to urban planning challenges.
- B2. To judge and evaluate the quality of evidence that is used to support claims about theory and current problems in planning practice.
- B3. To appreciate the complexity of policy issues and the role of values in their definition and solution.
- B4. To formulate, present, and debate complex ideas, and engage with contested concepts
- B5. To devise and apply appropriate strategies for their own research.

Subject/Professional Practice Skills

- C1. To appreciate and respond sensitively to the values and needs of different groups in society.
- C2. To use skills of negotiation, mediation, and advocacy in the planning process.
- C3. To be able to participate effectively as part of a team with other professionals in an integrated inter-disciplinary and/or inter-agency context
- C4. To make informed judgments on aesthetic and ethical questions.
- C5. To appreciate the meaning of 'professionalism' including all the responsibilities, both individual and collective attached to this

Transferable Skills and other attributes

- D1. To communicate and present complex material effectively in written, visual and oral form to specialist and non-specialist audiences.
- D2. To manage a process of research, utilising appropriate methodologies.
- D3. To work effectively as a member of a team.
- D4. To act autonomously and demonstrate initiative in planning and implementing tasks at a professional level.
- D5. To self-direct, manage and reflect upon their own learning in a mature and responsible manner

Assessment strategy: Students are assessed through a variety of assessment methods.

Student support: Programme leader drop-in sessions

Annual planning school events

Academic Personal Tutors

Development of group work skills and attributes

Video capture of course content delivery

Formative feedback is embedded throughout the programme to support continuous learning and development. It includes:

Peer-to-peer discussions and debates

Tutor-led feedback during seminars and workshops

Ongoing supervision and feedback during dissertation development

Reflective exercises and logbooks to encourage self-assessment and critical thinking.

Formative assessment is not only preparatory but developmental, fostering a culture of dialogue, inquiry, and iterative improvement.

Part B: Programme Structure

Year 1

The student must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
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UBGMP3-30-M	Implementation and Design Quality 2025-26	30
UBGMN3-30-M	Plan Making 2025-26	30

Year 2

The student must take 120 credits in Year 2.

Year 2 Compulsory Modules

The student must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UBGMY5-30-M	Agency Project B 2026-27	30
UBGMT6-30-M	Dissertation 2026-27	30
UBGMNJ-30-M	Planning Theories and Histories 2026-27	30

Year 2 Optional Modules group 1

The student must 30 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBGMYN-15-M	Grassroots Planning 2026-27	15
UBGMXN-15-M	Healthy Cities 2026-27	15
UBGMM9-30-M	International Planning Practice 2026-27	30
UBGMY7-15-M	Planning for Conservation 2026-27	15
UBGMX7-15-M	Urban Design 2026-27	15

Part C: Higher Education Achievement Record (HEAR) Synopsis**Part D: External Reference Points and Benchmarks**

The design and philosophy of the programme is underpinned by the learning requirements of the Royal Town Planning Institute and satisfies the educational

requirements that are prescribed for a combined award. These requirements are presented through the institute's Initial Statement on Planning Education (2012). The programme also incorporates and / or develops the knowledge, skills and behaviours required by the Chartered Planner Degree Apprenticeship Standard (2019) and the QAA benchmark for Town and Country Planning.

The programme also responds to UWE Bristol's 2030 strategy and has been developed with a focus upon the UWE Graduate Outcomes Framework. This will ensure that students / apprentices are:

1. Self-reliant and connected via their student / apprentice and wider programme networks together with the student centred and enquiry based learning experience.
2. Ready and able graduates through the delivery of a holistic learning experience focused around both the academic and professional knowledge and skills requirements of being a chartered planner.
3. Enterprising and creative, underpinned by a shared learning experience, students / apprentices will engage in supported and student led learning with associated requirements for key enterprising attributes and behaviours including independent research, resilience, determination, enthusiasm, creative thinking, ambition, problem solving, communication skills, dedication, perseverance, and self-confidence.
4. Globally responsible through their subject studies which are all underpinned by the principles of sustainable development, international comparative study, and recognition of global best practice.
5. Future-facing with the skills and knowledge required to succeed informed by a programme which considers the requirements, implications, and challenges of the urban and rural futures again informed by the principles of sustainable development and the balancing of social, economic, and environmental considerations.

Staff research and consultancy interests and expertise

The programme is supported by a strong research base, with three four research centres providing particular support. These comprise the Centre for Sustainable Planning and Environments, the Centre for Transport and Society and the Centre for Floods, Communities and Resilience. Members of staff from each of these groups are actively involved with the delivery of the programme and regularly attend

conferences and produce articles for publication in their respective field.

Employer feedback

The faculty has a long and established track record in delivering geography and planning education at both undergraduate and postgraduate levels. The quality of our offer is acknowledged by employers, and excellent links are maintained with practice both locally and across the country. Many of these organisations help with the activities of the university, including giving advice to a joint employer/university forum, lectures, projects and dissertations.

Part E: Regulations

Approved to University Regulations and Procedures.