Programme Specification

Urban Planning [Frenchay]

Version: 2026-27, v3.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Urban Planning [Frenchay]

Highest award: BSc (Hons) Urban Planning

Interim award: BSc Urban Planning

Interim award: DipHE Urban Planning

Interim award: CertHE Urban Planning

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: Yes

Sandwich year: Yes

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)

Modes of delivery: Full-time, Sandwich

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

For implementation from: 01 September 2026

Programme code: K40R00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: Today, urban planners have a wide range of responsibilities, from helping to address issues associated with climate change, to ensuring that new development contributes towards the delivery of healthy, sustainable and highly successful communities. While on the one hand, planners have to deliver new homes, facilitate economic development, and ensure the timely delivery of infrastructure, they also have to protect and conserve the best of our built and natural environments.

This programme provides students with a stimulating and high quality academic experience in the field of urban planning. Modules collectively seek to instil a sense of purpose and vision within students to enable them to develop creative and sufficiently robust proposals for delivering against a wide range of policy goals. The programme enables a variety of skills and interests to be developed, providing students with specialist knowledge that they can take into the workplace.

The programme responds to the learning outcomes of the Royal Town Planning Institute (RTPI). The RTPI accredits BSc Urban Planning as a spatial planning degree. While this award goes some way in satisfying the educational requirements of the RTPI for graduates wishing to pursue chartered membership, further specialist (masters level) study is required in order for the institute's educational requirements to be met in full.

Features of the programme: The programme is hosted by the School of Architecture and Environment. Modules will mostly be delivered from staff within the School, as well as from the across UWE. While students are offered support through the teaching and learning strategies of individual module leaders, the programme also provides students with personal tutors who can offer further support for individual development.

Employment opportunities
Student employment prospects are excellent since the job market for planners is very good with a variety of opportunities across the public, private and voluntary

sectors.

Field trips and exchange opportunities

Field trips are an integral part of the programme. The university is well-placed for a variety of environments and issues to be exposed, with a number of modules providing opportunities for shorter trips or excursions to the towns and countryside of the west of England.

Educational Aims: This programme aims to develop critically informed, ethically grounded, and professionally capable planners equipped to address complex spatial, social, and environmental challenges. Key aims include:

Planning Foundations & Sustainable Development

Equip students with core planning competencies and theoretical insight to understand land use processes and promote sustainable development.

Critical Thinking for Global and Local Challenges

Foster the ability to analyse and respond to spatial, social, and environmental change at multiple scales through systems thinking and strategic planning.

Equity, Health & Risk Awareness

Enable students to address inequalities and evaluate risks, balancing economic, environmental, and health agendas in planning decisions.

Legal Frameworks & Data Literacy

Develop competence in interpreting legal contexts and analysing diverse datasets to inform planning policy and practice.

Community Engagement & Technological Adaptation

Cultivate skills in participatory planning and responsiveness to technological and interdisciplinary shifts in urban governance.

Evidence-Based Design & Research

Encourage the use of digital tools, modelling techniques, and design principles to

create high-quality places and solve complex planning problems.

Professionalism & Ethical Practice

Prepare students to communicate, negotiate, and lead effectively while upholding ethical standards in professional planning environments.

Programme Learning Outcomes:

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

Programme Learning Outcomes

PO1.   Understand Planning: Explain land use planning processes and enabling sustainable development using core planning competencies as well as drawing on relevant planning theory.

PO2.   Global and Local Change: Recognise and respond to local and global challenges, demonstrating critical thinking.

PO3.   Systems thinking: Demonstrate the ability to apply systems thinking at different spatial scales extending to both urban and rural areas.

PO4.   Inequality and Positive Change: Define, analyse and address economic, social, political, environmental and health inequalities.

PO5.   Risk Management: Evaluate environmental and economic risks, awareness of viability and the need to balance different agendas

PO6.   Legal and Institutional Frameworks: Explain land use planning in various legal contexts and analyse economic, social, political, environmental and health data effectively.

PO7.   Community Engagement: Evaluate community engagement's importance and respond to technological changes in interdisciplinary environments.

PO8.   Evidence and Research: Judge evidence quality, use digital tools and modelling techniques to find solutions for complex problems.

PO9.   Design and Aesthetics: Apply design principles to create high-quality places, considering long-term impacts on people and the planet.

PO1 0.   Professional Competencies and Standards: Demonstrate communication, negotiation, and leadership skills whilst upholding ethical behaviour.

Assessment strategy: The assessment strategy enables the stated learning outcomes to be achieved and demonstrated. In essence, assessment through the programme is mixed and includes a range of methods, including essay-writing, report-writing, presentations, role playing exercises, and design projects. While the majority of assessment is directed to the individual student, some elements will require collaboration and team work. Module leaders will be responsible for communicating the expectations for a piece of assessment and will be expected to publish clearly defined criteria at the time when the work is set. Module leaders will be encouraged to develop strategies for the setting of formative work to help secure optimum levels of performance at the summative stage. Dates for the submission of work will be monitored and duly managed although students will be expected to adopt an effective time-management strategy of their own.

Student support: Students will require a variety of teaching and learning space, including lecture theatres, seminar rooms and studio space. All facilities are available 24 hours a day throughout the year. Facilities are excellent, with much of the teaching and learning activity occurring in either new or refurbished accommodation.

All of the modules forming the programme will provide students with a dedicated online learning space (such as through blackboard) that will enable resources to be stored, viewed and/or downloaded. Discussion forums, and other such features, will also be encouraged. Lecture capture software will be used where appropriate while all students entering year one will be required to develop an e-portfolio that will trace their learning during the course of the programme.

Part B: Programme Structure

Year 1
Full time and sandwich students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full Time and Sandwich)
Full time and sandwich students must take 120 credits from the modules in Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UBLLB3-15-1	City Lab: Digital Design Skills 2026-27	15
UBLLAR-15-1	Planning Fundamentals 1 2026-27	15
UBLLBM-15-1	Planning Fundamentals 2 2026-27	15
UBGLX9-15-1	Communities, Neighbourhoods and Participation 2026-27	15
UBLMGN-30-1	Healthy Sustainable Communities 2026-27	30
UBGLWU-30-1	People, Places and Change 2026-27	30

Year 2
Full time and sandwich students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full Time and Sandwich)
Full time and sandwich students must take 120 credits from the modules in
Compulsory Modules (Full Time and Sandwich).

Module Code	Module Title	Credit
UBLL83-15-3	Agency 2027-28	15
UBGMFJ-15-2	Researching the City 2027-28	15
UBLLBS-15-2	City Lab: Project Appraisals 2027-28	15
UBLLCH-15-2	Planning Theory 2027-28	15
UBLLCA-30-2	Planning Studio A: Housing in the Countryside 2027-28	30
UBLMUC-30-2	Development, Practice and Law 2027-28	30

Year 3
Full time students must take 120 credits from the modules in Year 3.
Sandwich students must take 15 credits from the modules in Year 3.

In accordance with University academic regulations, to undertake the work placement or study abroad year students must obtain a minimum of 200 credits, at least 90 of which are at Level 2 or above. To undertake a work placement year, the student must be in approved employment for a minimum of 1000 work hours. To undertake a study abroad year, the student must be in approved study at an international institution and be enrolled for a minimum of 30 ECTS. Both the work placement and study abroad years must be authorised in advance by the programme leader.

Year 3 Compulsory Modules (Full Time)
Full time students must take 90 credits from the modules in Compulsory Modules (Full Time).

Module Code	Module Title	Credit
UBLL7H-30-3	Planning Global Cities 2028-29	30
UBLLCT-30-3	Planning Studio B: Urban Design Futures and Regeneration 2028-29	30
UBLLBX-15-3	Spatial Planning Dissertation 2028-29	15
UBLLBY-15-3	City Lab: Strategic Planning Skills 2028-29	15

Year 3 Optional Modules Full Time)
Full time students must take 30 credits from the modules in Optional Modules (Full Time).

Module Code	Module Title	Credit
UBGLC1-15-2	Transport and Mobility 2028-29	15
UBGLY9-15-3	Infrastructure Design and Implementation Project 2028-29	15
UBLMXB-15-3	Conserving Buildings and Places 2028-29	15

| UBGLXG-15-2 | City Regeneration 2028-29 | 15 |

Year 3 Compulsory Modules (Sandwich)

Students on the sandwich delivery can undertake a work placement year or a study abroad year. Students undertaking the work placement year take UBGLVX-15-3 Placement. Students undertaking the study abroad year take UBGLWC-15-3 Study Abroad.

Module Code	Module Title	Credit
UBGLVX-15-3	Placement 2028-29	15
UBGLWC-15-3	Study Abroad 2028-29	15

Year 4

Sandwich students must take 105 credits from the modules in Year 4.

Year 4 Compulsory Modules (Sandwich)

Sandwich students must take 105 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UBLL7H-30-3	Planning Global Cities 2029-30	30
UBLLBY-15-3	City Lab: Strategic Planning Skills 2029-30	15
UBLLCT-30-6	Planning Studio B: Urban Design Futures and Regeneration 2029-30	30
UBGMQD-30-3	Extended Independent Project 2029-30	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme provides a solid grounding in planning and includes an effective blend of both theory and practice. The degree satisfies the educational requirements of the Royal Town Planning Institute as an accredited spatial planning degree. The programme develops skills and knowledge in urban planning and development through an offer that is underpinned by both theory and practice. The programmes outline the importance, and the necessary tools, of planning for improving the spaces

and places in which we live and the health and well-being of society. The course embraces contemporary planning practice and draws from both UK and international case studies Particular emphasis is given to the delivery of plan and projects, with the award enabling a variety of skills and interests to be developed.

Part D: External Reference Points and Benchmarks

UWE 2030 Strategy

The programme will contribute to the UWE 2030 strategy in the following manner:

Ambitious - to be known nationally and internationally as the best university for professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all students.

Collaborative - The programme is accredited by the RTPI (as a spatial planning degree) and is orientated towards the planning profession and other aligned built and natural environment roles.

Inclusive - The programme has been designed to be inclusive and relevant to a global environment. Modules deploy examples and case studies from across the world.

Innovative - Being digitally advanced, agile and responsive in the way we work, embracing and leading change to create new sustainable opportunities. The programme has a commitment to being innovative in the way teaching and learning is supported. Technologies will be researched and applied where appropriate. Some modules will apply a blended approach, with face to face contact being supplemented by online material.

Enterprising - Connecting and working with our local and regional economy, businesses and communities and international partners to advance knowledge, and to advance the health, sustainability and prosperity of our locality and region.

The Royal Town Planning Institute (RTPI)

The programme is accredited by the Royal Town Planning Institute (RTPI) and satisfies the learning outcomes that have been set for the 'spatial' and 'specialist' requirements of an RTPI accredited degree. Particular regard has been had to the institute's statement on initial planning education, which was published in 2025.

The School of Architecture and the Environment and programme team have strong links with the RTPI, both nationally and across the regions, and provides an input into the shaping and making of policy and initiatives across the institute.

Quality Assurance Agency

The programme is designed to be consistent with the qualifications descriptors set out in the Qualifications and Credit Framework (QCF) issued by the Quality Assurance Agency for Higher Education. Reference has also been made to the subject benchmark statements for 'town and country planning' (2024).

Sustainable Development Goals

This programme has been developed with an awareness of the educational context, issues and challenges as presented by the Sustainable Development Goals. Sustainable development represents a golden thread of content and context which runs throughout the three to four years of study.

Staff research and consultancy interests and expertise

The programme is supported by a strong research base, with three research centres providing particular support. These comprise the Centre for Sustainable Planning and Environments, the Centre for Transport and Society. 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, and projects.

Part E: Regulations

Approved to University Regulations and Procedures.