



PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE
Teaching Institution	Global College of Engineering and Technology (GCET), Muscat, Sultanate of Oman (GCET).
Delivery Location	GCET, Muscat, Sultanate of Oman
Study abroad / Exchange / Credit recognition	Not applicable
Faculty responsible for programme	Environment and Technology
Department responsible for programme	Geography and Environmental Management
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BSc (Hons) Urban and Regional Planning
Default Award Title	n/a
Interim Award Titles	BSc Urban and Regional Planning Diploma in Higher Education Urban and Regional Planning Certificate in Higher Education Urban and Regional Planning
UWE Progression Route	n/a
Mode of Delivery	Full-time
ISIS code/s	K40T13
For implementation from	September 2018

Part 2: Description

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 and regional planning. Modules collectively seek to instill 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 award has the following aims:

- to develop a range of relevant knowledge, skills, competencies and experiences grounded in the theory and practice of urban planning, which will prepare and equip students to work in professional planning practice;
- to instill in students a sense of vision and purpose, enabling creativity and imagination in their application of urban and regional planning, which can be used to create successful, sustainable and well-designed environments;
- to develop understanding of the factors and preconditions that are necessary for the successful delivery of plans and projects;
- to provide students with a multi-disciplinary experience, and;
- to provide a stimulating and supportive learning environment which enables students to realise their educational potential in a way that will enhance their employment prospects and contribute towards their personal and social development.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The Urban and Regional Planning programme gives students a solid grounding in planning and offers an effective blend of both theory and practice. Students will have, and will be able to use, a wide range of skills and knowledge in urban planning, development and design. This will include an ability for them to develop plans, strategies and policies for a range of spatial scales, from a region to an individual development site. They will also be able to prepare site development proposals and assess the merits of others. Students will be skilled in collecting and analyzing data, understanding and appraising place, and applying design and creativity for creating or improving the spaces and places in which we live.

Regulations

A: Approved to [University Regulations and Procedures](#)

It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.

Part 3: Learning Outcomes of the Programme

The award provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas, Learning outcomes marked with (ESD) contribute to the achievement of Education for Sustainable Development (ESD).

A. Students will gain a **knowledge and an understanding** of the following and be able to:

1. Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (ESD);
2. Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these (ESD);
3. Define the main dimensions and scales of economic, social, political and environmental inequality, and the role that urban planners and designers can take in delivering positive change (ESD);
4. Outline the importance of urban planning, and risk and risk aversion, in the context of managing environments and creating places that are socially, environmentally and economically resilient (ESD);
5. Explain the ways through which urban planning is practised, by referring to relevant institutional and legal frameworks; and,
6. Outline the key groups, bodies and individuals that have a role in the practice of urban planning and design.

B. Students will gain **intellectual skills** to allow them to:

1. Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work;
2. Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts;
3. Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues (ESD);
4. Apply aesthetic and design analysis and interpretation to produce creative solutions to problems;
5. Generate integrated and well substantiated responses to urban planning challenges (ESD);
6. Reflect on the arguments for and against urban planning in the management and development of land and for creating successful and sustainable places;
7. Understand how projects are funded and the factors that can affect project delivery, including financial viability; and

Part 3: Learning Outcomes of the Programme

8. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.

C. Students will develop **subject, professional and practical skills to allow them to:**

1. Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, proposals and plans;

2. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (such as 3D modelling and desk-top publishing);

3. Review literature in the context of its practical application;

4. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects;

5. Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context (including the application of negotiation, mediation, advocacy and leadership); and,

6. Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.

D. Students will develop **transferable skills to allow them to:**

1. Plan and effectively manage the use of time, including the management of learning using a range of resources;

2. Manage the successful completion of a multi-stage project, dissertation and placement study;

3. Produce written and graphic work of a high visual standard in different formats;

4. Make effective presentations of work;

5. Undertake effective work in the field;

6. Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review; and,

7. Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based outcomes/solutions.

Part 3: Learning Outcomes of the Programme

Level 0					
Learning Outcomes:	UBGMMR-30-0 (PHECR)	UBGMPPR-30-0 (E&S)	UBLMPA-30-0 (FYP)	UBGMNR-15-0 (CDS)	UBGMNA-15-0 (FS)
A) Knowledge and understanding of:					
1) Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development					
2) Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these					
3) Define the main dimensions and scales of economic, social, political and environmental inequality, and the role that urban planners and designers can take in delivering positive change					
4) Outline the importance of urban planning, and risk and risk aversion, in the context of managing environments and creating places that are socially, environmentally and economically resilient					
5) Explain the ways through which urban planning is practised, by referring to relevant institutional and legal frameworks.					
6) Outline the key groups, bodies and individuals that have a role in the practice of urban planning and design					
(B) Intellectual Skills					
1) Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work					
2) Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts.					
3) Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues.					
4) Apply aesthetic and design analysis and interpretation to produce creative solutions to problems.					
5) Generate integrated and well substantiated responses to urban planning.					
6) Reflect on the arguments for and against urban planning in the management and development of land and for creating successful and sustainable places.					
7) Understand how projects are funded and the factors that can affect project delivery, including financial viability.					

Part 3: Learning Outcomes of the Programme							
8) Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.							
(C) Subject/Professional/Practical Skills							
1) Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, proposals and plans.							
2) Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (such as 3D modelling and desk-top publishing).							
3) Review literature in the context of its practical application.							
4) Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects.							
5) Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context (including the application of negotiation, mediation, advocacy and leadership).							
6) Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence							
(D) Transferable skills and other attributes							
1) Plan and effectively manage the use of time, including the management of learning using a range of resources.							
2) Manage the successful completion of a multi-stage project, dissertation and placement study.							
3) Produce written and graphic work of a high visual standard in different formats.							
4) Make effective presentations of work.							
5) Undertake effective work in the field.							
6) Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review.							
7) Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based recommendations.							

Part 3: Learning Outcomes of the Programme

Levels 1 to 3

Learning Outcomes:	UBLMGN-30-1 (HSC)	UBGMFL-30-1 (SPI)	UBGMG7-30-1 (SiC)	UBGMHM-15-1 (ST)	UBGMGM-15-1 (AEC)	UBGMSV-30-2 (FP)	UBLMUC-30-2 (DPL)	UBGMFJ-15-2 (RIC)	UBGMH6-30-2 (MPS)	UBGMLA-15-2 (ADQ)	UBGMWE-30-3 (PGC)	UBGLXC-30-3 (EPD)	UFCF95-15-3 (ES)	UBGMYQ-15-3 (PE)	UBGMQD-30-3 (FYP)
A) Knowledge and understanding of:															
7) Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development															
8) Recognise the nature of local and global change in the past, present and future, and the role that individuals and communities play in defining these															
9) Define the main dimensions and scales of economic, social, political and environmental inequality, and the role that urban planners and designers can take in delivering positive change															
10) Outline the importance of urban planning, and risk and risk aversion, in the context of managing environments and creating places that are socially, environmentally and economically resilient															
11) Explain the ways through which urban planning is practised, by referring to relevant institutional and legal frameworks.															
12) Outline the key groups, bodies and individuals that have a role in the practice of urban planning and design															
(B) Intellectual Skills															
9) Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work															
10) Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts.															
11) Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues.															
12) Apply aesthetic and design analysis and interpretation to produce creative solutions to problems.															
13) Generate integrated and well substantiated responses to urban planning.															

Part 3: Learning Outcomes of the Programme												
14) Reflect on the arguments for and against urban planning in the management and development of land and for creating successful and sustainable places.												
15) Understand how projects are funded and the factors that can affect project delivery, including financial viability.												
16) Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.												
(C) Subject/Professional/Practical Skills												
7) Combine, interpret and critically review different types of evidence (such as texts, imagery, archival data, maps, digitised and laboratory data) and understand the role that this evidence plays in developing effective policy, proposals and plans.												
8) Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation (such as 3D modelling and desk-top publishing).												
9) Review literature in the context of its practical application.												
10) Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects.												
11) Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context (including the application of negotiation, mediation, advocacy and leadership).												
12) Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence												
(D) Transferable skills and other attributes												
8) Plan and effectively manage the use of time, including the management of learning using a range of resources.												
9) Manage the successful completion of a multi-stage project, dissertation and placement study.												
10) Produce written and graphic work of a high visual standard in different formats.												
11) Make effective presentations of work.												
12) Undertake effective work in the field.												
13) Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review.												

Part 3: Learning Outcomes of the Programme

14) Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based recommendations.

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Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Awards
Level 0		UBGMMR-30-0 Physical and Human Environments of the City Region	None	120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
		UBGMPR-30-0 Environment and Sustainability		
		UBLMPA-30-0 Foundation Year Project		
		UBGMNR-15-0 Challenges, Data and Solutions		
		UBGMNA-15-0 Field Study		
ENTRY		Compulsory Modules	Optional Modules	Awards
Level 1		UBLMGN-30-1 Healthy Sustainable Communities	None	Interim award: CertHE Urban and Regional Planning Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
		UBGMFL-30-1 Strategic Planning and Infrastructure		
		UBGMG7-30-1 Shaping Cities		
		UBGMHM-15-1 Sustainable Technologies		
		UBGMGM-15-1 Analysing Environmental Change		

Level 2	Compulsory Modules	Optional Modules	Interim Awards
	UBGMSV-30-2 Future Places	None	Interim award: DipHE Urban and Regional Planning Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
	UBLMUC-30-2 Development, Practice and Law		
	UBGMFJ-15-2 Researching the City		
	UBGMLA-15-2 Achieving Design Quality		
	UBGMH6-30-2 Master Planning Studio		
Compulsory Modules	Optional Modules		
Level 3	UBGMWE-30-3 Planning Global Cities	None	Interim award: BSc Urban and Regional Planning Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. Target award: BSc (Hons) Urban and Regional Planning Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0
	UBGLXC-30-3 Environmental Planning and Design		
	UFCF95-15-3 Entrepreneurial Skills		
	UBGMYQ-15-3 Professional Experience		
	UBGMQD-30-3 Final Year Project.		
	Compulsory Modules		

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants holding the following qualifications are eligible to apply for entry to Level 0 of the programme:

- Thanawiya amma (General Secondary School Certificate) or the one-year certificate with an overall mark of 70%, or above
- Thanawiya amma (General Secondary School Certificate) with an overall mark of 65% or above PLUS a mark of over 60% in each stage of the GCET Foundation Studies Programme

- PLUS 1
- A minimum overall score of IELTS 5.5, or equivalent

Further details of entry requirements for applicants holding the IB Diploma or A Levels can be found at: <http://www1.uwe.ac.uk/whatcanistudy/applyingtouw/undergraduateapplications/entryrequirements.aspx>

Applicants holding more advanced qualifications may be considered for entry to the programme with advanced standing on an individual basis.

Part 6: Reference Points and Benchmarks

UNESCO Education for Sustainable Development

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

UWE 2020 Strategy

The programme will contribute to the UWE 2020 strategy in the following manner:

UWE 2020 Ambition: 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.*

The programme is designed to produce graduates that have the knowledge and expertise to develop a career in urban planning and other careers aligned with built and natural environment roles.

- *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 programme, and its constituent modules, has been designed to be outwardly looking. External collaborators will be approached, where possible, for case studies, field trips, module content and for enhancing the student experience.

- *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. Devices such as podcasts and lecture capture will be applied to enhance the student experience.

- *Being inclusive and global in outlook and approach.*

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

UWE 2020 priorities:

- *Outstanding learning: All our students experiencing engaging and outstanding learning, teaching and support services throughout their student journey, fully utilising advances in technology to support their academic, professional and social growth and development.*

Part 6: Reference Points and Benchmarks

The programme is committed to delivering a positive learning experience that encourages active participation from students. Students will be encouraged to collaborate with staff, either through face meetings or via email or telephone.

- *Ready and able graduates: Graduates ready and able to realise their full potential, make a positive contribution to society and their chosen field of employment or further study and play their full part in the development of a sustainable global society and knowledge economy.*

Graduates from this programme are in a position to pursue a variety of employment opportunities allied to planning, development and environmental management.

- *Research with impact: World-class performance in selected areas of research that meets the needs of our community, a sustainable economy and society and feeds the scholarship and enquiry that underpins our learning and teaching.*

All staff on this programme are research active and many are internationally known in their field. Students are able to draw upon the research excellence, staff knowledge, and teaching and learning abilities from participating staff from across the faculty. Research is both academic and practice based, ensuring broad and effective impact.

- *Strategic partnerships, connections and networks: These differentiate our academic activity and enhance our global reputation in the fields of planning, health, development and sustainability. The partnerships we are involved with seek to promote the prosperity of the University, Bristol and its city-region.*

The programme is intended to be outward looking, with modules and specific projects typically linking with external partners (such as local authorities, consultancies or organisations in the voluntary sector) to help address real-life challenges. Students will be encouraged to join societies and associations relating to their degree.

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' (2016) and 'construction, property and surveying' (2008)

The Royal Town Planning Institute (RTPI)

While not formally accredited by the RTPI, regard has been had to the institute's learning outcomes that planning schools are required to satisfy in developing approved programmes.

Other influences

Other key influences that have informed the design of this programme are:

- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) 2008
- QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers (2018)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Students with Disabilities (2010)
- United Nations Sustainable Development Goals (2015)
- Fifth Assessment Report of the Intergovernmental Panel on Climate Change (2014)

Part 6: Reference Points and Benchmarks

- United Nations World Cities Report (2016)
- United Nations New Urban Agenda
- Equality Act (2010)
- Special Educational Needs and Disability Act (SENDA - 2001)

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First SUVP Approval Date	20 February 2018			
Revision Approval Date	15 January 2019	Version	1 2	Link to RIA 12586 (ID 4640) Link to RIA-12885 (ID 5054)
Next Periodic Curriculum Review due date	2024			
Date of last Periodic Curriculum Review				