Programme Specification

Urban and Regional Planning {Foundation} [GCET]

Version: 2024-25, v2.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Urban and Regional Planning {Foundation} [GCET]

Highest award: BSc (Hons) Urban and Regional Planning

Interim award: BSc Urban and Regional Planning

Interim award: DipHE Urban and Regional Planning

Interim award: CertHE Urban and Regional Planning

Awarding institution: UWE Bristol

Affiliated institutions: Global College of Engineering and Technology (GCET)

Teaching institutions: Global College of Engineering and Technology (GCET)

Study abroad: No

Year abroad: No

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: Not applicable

Modes of delivery: Full-time, Sandwich

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

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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/applyingtouwe/undergraduateapplications/entryrequirements.aspx

Applicants holding more advanced qualifications may be considered for entry to the

programme with advanced standing on an individual basis.

For implementation from: 01 September 2022

Programme code: K40T13

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 and regional 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.

Features of the programme: 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.

Educational Aims: 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 instil 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 Learning Outcomes:

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

Knowledge and Understanding

A1.   Explain the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (ESD).

A2.   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).

A3.   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).

A4.   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).

A5.   Explain the ways through which urban planning is practised, by referring to relevant institutional and legal frameworks.

A6.   Outline the key groups, bodies and individuals that have a role in the practice of urban planning and design.

Intellectual Skills

B1.   Judge and evaluate the quality, validity and reliability of evidence and to comprehend its importance in producing well-argued, and well researched, written work;

B2.   Formulate, present, and debate complex ideas and theories associated with planning and engage with contested concepts.

B3.   Evaluate and analyse policy responses to key issues across a range of spatial scales, while recognising the complexity of policy issues (ESD).

B4.   Apply aesthetic and design analysis and interpretation to produce creative solutions to problems.

B5.   Generate integrated and well substantiated responses to urban planning challenges (ESD).

B6.   Reflect on the arguments for and against urban planning in the management and development of land and for creating successful and sustainable places.

B7.   Understand how projects are funded and the factors that can affect project delivery, including financial viability;

B8.   valuate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society

Subject/Professional Practice Skills

C1.   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;

C2.   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);

C3.   Review literature in the context of its practical application.

C4.   Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects.

C5.   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).

C6.   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.

Transferable Skills and other attributes

D1.   Plan and effectively manage the use of time, including the management of learning using a range of resources;

D2.   Manage the successful completion of a multi-stage project, dissertation and placement study;

D3.   Produce written and graphic work of a high visual standard in different formats;

D4.   Make effective presentations of work.

D5.   Undertake effective work in the field.

D6.   Define a research question and devise an appropriate research strategy, including the collection of data and the conducting of a literature review;.

D7.   Demonstrate analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based outcomes/solutions.

Assessment strategy: 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.

Student support:

Part B: Programme Structure

Year 1
The student must take 120 credits in Year 1.

Year 1 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules.

Successful completion of all Level 3 modules required to permit progression to level 4.

Module Code	Module Title	Credit
UBGMNR-15-0	Challenges, Data and Solutions 2024-25	15
UBGMPR-30-0	Environment and Sustainability 2024-25	30
UBGMNA-15-0	Field Study 2024-25	15
UBLMPA-30-0	Foundation Year Project 2024-25	30
UBGMMR-30-0	Physical and Human Environments of the City Region 2024-25	30

Year 2
The student must take 120 credits in Year 2.

Year 2 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit

UBGMGM-15-1	Analysing Sustainability and Environment 2025-26	15
UBLMGN-30-1	Healthy Sustainable Communities 2025-26	30
UBGMG7-30-1	Shaping Cities 2025-26	30
UBGMFL-30-1	Strategic Planning and Infrastructure 2025-26	30
UBGMHM-15-1	Sustainable Technologies 2025-26	15

Year 3
The student must take 120 credits in Year 3.

Year 3 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMLA-15-2	Achieving Design Quality 2026-27	15
UBLMUC-30-2	Development, Practice and Law 2026-27	30
UBGMSV-30-2	Future Places 2026-27	30
UBGMH6-30-2	Master Planning Studio 2026-27	30
UBGMFJ-15-2	Researching the City 2026-27	15

Year 4
Full time students must take 120 credits from the modules in Year 4.
Sandwich students must take 15 credits from the modules in Year 4.

Year 4 Compulsory Modules (Full time)
Full time student must take 120 credits from the modules in Compulsory Modules (Full time).

Module Code	Module Title	Credit
UFCF95-15-3	Entrepreneurial Skills 2027-28	15

UBGMQD-30-3	Extended Independent Project 2027-28	30
UBGMWE-30-3	Planning Global Cities 2027-28	30
UBGMYQ-15-3	Professional Experience 2027-28	15
UBGLD1-30-3	Sustainable Transport: Technologies and Behaviour 2027-28	30

Year 4 Compulsory modules (Sandwich)

Sandwich student must take 15 credits form the modules in Compulsory modules (Sandwich).

Module Code	Module Title	Credit
UBGLVX-15-3	Placement 2027-28	15

Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Year 5 Compulsory modules (Sandwich)

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

Module Code	Module Title	Credit
UFCF95-15-3	Entrepreneurial Skills 2028-29	15
UBGMQD-30-3	Extended Independent Project 2028-29	30
UBGMWE-30-3	Planning Global Cities 2028-29	30
UBGLD1-30-3	Sustainable Transport: Technologies and Behaviour 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

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 analysing data, understanding and appraising place, and applying design and creativity for creating or improving the spaces and places in which we live.

The graduates of the Sandwich study mode in this programme have developed a diverse set of employability skills through the use of a substantive work-based experience and demonstrate an understanding of the connection between academic learning and professional practice.

Part D: External 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.

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)

United Nations World Cities Report (2016)

United Nations New Urban Agenda

Equality Act (2010)

Special Educational Needs and Disability Act (SENDA - 2001

Part E: Regulations

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.