



Programme Specification

Geography and Planning {Foundation}

[Sep][SW][Frenchay][5yrs]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Geography and Planning {Foundation} [Sep][SW][Frenchay][5yrs]

Highest award: BA (Hons) Geography and Planning

Interim award: BA Geography and Planning

Interim award: DipHE Geography and Planning

Interim award: CertHE Geography and Planning

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: Yes

Sandwich year: Yes

Credit recognition: No

Department responsible for the programme: FET Dept of Geography & Environmental Mgmt, Faculty of Environment & Technology

Contributing departments: Not applicable

Professional, statutory or regulatory bodies: Not applicable

Apprenticeship: Not applicable

Mode of delivery: Sandwich

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

For implementation from: 01 September 2022

Programme code: LK7C-SEP-SW-FR-LK7B

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA(Hons) Geography and Planning (with Foundation Year) programme aims to provide students with a stimulating, high quality academic experience that effectively blends the disciplines of geography and urban planning. Modules seek to instil a sense of purpose and vision within students to enable them to develop creative and sufficiently robust proposals for delivering wide-ranging policy goals. The course enables students to progress from a geographical appreciation of how settlements and landscapes have been created and changed over time, to an understanding of the role that planners can have in directing and managing this change. 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 draws from practices and experiences from across the UK and the wider world to provide graduates with the confidence and skill to work internationally.

The programmes begin with a year of foundation-level study to develop core skills and competencies required for subsequent years of the programme. This initial year has a strong multi-disciplinary focus since you will be working with a range of other students who are starting at this level from other programmes.

Educational Aims: Key objectives of the programme, to the target award, include:

to develop a range of relevant knowledge, skills, competencies and experiences grounded in the theory and practice of geography and urban planning, which will prepare and equip students for a range of relevant career paths;

to instil in students a sense of vision and purpose, enabling creativity and imagination in their application of geography and planning, which can be used to create successful, sustainable and healthy environments that can be positively

implemented and delivered through planning systems;

to provide students with a multi-disciplinary experience;

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, and;

to provide an opportunity for students to develop a theoretical and practical understanding of a defined specialism around the theme of 'delivery and implementation'.

Programme Learning Outcomes:

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

Knowledge and Understanding

- A1. the role that physical, environmental, biotic, social, historical, economic and cultural processes have in making and remaking space and achieving sustainable development (ESD)
- A2. 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. the main dimensions and scales of economic, social, political and environmental inequality, and the role that geographers and planners can take in delivering positive change (ESD)
- A4. the importance of risk and risk aversion in the context of managing environments to create places that are socially, environmentally and economically resilient (ESD)
- A5. the way spatial planning operates within the context of institutional and legal frameworks
- A6. the way efficient resource management helps to deliver effective spatial planning ((ESD)
- A7. the political and ethical nature of spatial planning and how planners work effectively within democratic decision-making structures

- A8. the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change (ESD)
- A9. the principles of equality and equality of opportunity in relation to spatial planning in order to positively promote the involvement of different communities, and evaluate the importance and effectiveness of community engagement in the planning process (ESD)
- A10. the contextual factors associated with the delivery and implementation of policy and projects, by drawing from relevant theory, practice and research
- A11. the tools, processes and legislation for assessing the social, economic and environmental merits of plans and projects and developing appropriate mitigation strategies where impacts arise

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 geography and 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 spatial planning challenges (ESD)
- B6. Reflect on the arguments for and against spatial planning and particular theoretical approaches, and assess what can be learnt from experience of spatial planning in different contexts and spatial scales
- B7. Debate the concept of rights and the legal and practical implications of representing these rights in the planning and decision making process
- B8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community
- B9. Evaluate 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. Demonstrate a fluency in the basic techniques of map reading, map making, and analysis of spatial patterns
- C2. 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
- C3. Demonstrate competencies across a range of software applications, such as in data analysis, Geographic Information Systems (GIS) and visual presentation
- C4. Review literature in the context of its practical application
- C5. Develop robust and creative strategies for the successful implementation of plans and projects, delivering outcomes that are financially viable, publically supported and positive in their design response
- C6. Create strategies, and develop tools, for encouraging community and stakeholder involvement and effective partnership and/or partnership arrangements (ESD)
- C7. Interpret financial analysis and apply to the valuation and appraisal of property and to assess the viability of plans and projects
- C8. Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership
- C9. 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 decisions

Part B: Programme Structure

Year 1

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

Year 1 Compulsory Modules

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

Module Code	Module Title	Credit
UBGMNR-15-0	Challenges, Data and Solutions 2021-22	15
UBGMPR-30-0	Environment and Sustainability 2021-22	30
UBGMNA-15-0	Field Study 2021-22	15
UBLMPA-30-0	Foundation Year Project 2021-22	30
UBGMMR-30-0	Physical and Human Environments of the City Region 2021-22	30

Year 2

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

Year 2 Compulsory Modules

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

Module Code	Module Title	Credit
UBGLXU-30-1	Geographies of Globalisation 2022-23	30
UBLMGN-30-1	Healthy Sustainable Communities 2022-23	30

UBGLX9-15-1	People and Planning 2022-23	15
UBGLWU-30-1	People, Places and Change 2022-23	30
UBGL34-15-1	Professional Development and Practice 2022-23	15

Year 3

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

Year 3 Compulsory Modules

The student must take 75 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMUC-30-2	Development, Practice and Law 2023-24	30
UBGMSV-30-2	Future Places 2023-24	30
UBGMFJ-15-2	Researching the City 2023-24	15

Year 3 Optional Modules

The student must take 45 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBGLXG-15-2	City Regeneration 2023-24	15
UBGLE1-15-2	Climate and Environmental Justice 2023-24	15
UBGMMS-15-2	Culture, Geography and Tourism 2023-24	15
UBGMYU-15-2	Geopolitics of Migration 2023-24	15
UBGMWD-15-2	Sustainable Resource Management 2023-24	15
UBGLC1-15-2	Transport and Mobility 2023-24	15

Year 4

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.

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.

Students who take UBGLVX-15-3 or UBGLWC-15-3 must take UBGMVD-15-3 (Independent Project) instead of the longer UBGMQD-30-3 Final Year Project.

Year 4 Compulsory Sandwich Year or Study Year Abroad Modules

The student must take a minimum of 15 credits from the modules in Compulsory Sandwich Year or Study Year Abroad Modules.

Module Code	Module Title	Credit
UBGLVX-15-3	Placement 2024-25	15
UBGLWC-15-3	Study Abroad 2024-25	15

Year 5

The student must take 105 credits from the modules in Year 5.

Year 5 Compulsory Modules

The student must take 45 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMVD-15-3	Independent Project (DGEM) 2025-26	15
UBGMWE-30-3	Planning Global Cities 2025-26	30

Year 5 Optional Modules

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

Module Code	Module Title	Credit
UBGMJC-30-3	Advanced Geographical Expedition 2025-26	30
UBGMVU-30-3	International Tourism and Sustainable Development 2025-26	30
UBGLD1-30-3	Sustainable Transport: Technologies and Behaviour 2025-26	30
UBGMKV-30-3	Transforming Global Cities 2025-26	30
UBGMME-30-3	Water and Energy Futures 2025-26	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme creatively blends the subjects of geography and planning together via an offer that is underpinned by both theory and practice. The course enables students to progress from a geographical appreciation of how settlements and landscapes have been created and changed over time, to an understanding of the role that planners can have in directing and managing this change. The award enables a variety of skills and interests to be developed, providing students with specialist knowledge that they can take into the workplace.

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 programme.

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 develops skills and knowledge that will provide a clear avenue for a career in planning and associated career paths.

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. Some modules will apply a blended approach, with face to face contact being supplemented by online material. 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, telephone or via skype.

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 geography and planning.

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: That differentiates our academic activity and enhance the global reputation, health, sustainability and 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 'geography' (2014).

The Royal Town Planning Institute (RTPI)

The target award is not accredited by the RTI as a spatial planning degree, the first stage of education that is necessary for becoming a professional and chartered planner. However, the programme develops key elements of knowledge and skill that would be attractive to employers associated with planning and the broader built and natural environment sectors. Students with a particular interest in pursuing planning as a career will be encouraged to transfer to BSc Urban Planning at the end of level two and to progress towards the target award of BSc Urban Planning that the RTPI accredits as a spatial planning degree.

From here, graduating students can pursue specialist masters study to become a licentiate, and the subsequent programme of Assessment of Professional Competence that follows. Alternatively, graduates can follow a longer timeline of experience to gain associate and then professional membership of the RTPI. For the specialist study route, current options include UWEs MSc in Transport Planning and the MSc in Major Projects. Students who choose not to transfer, but ultimately decide to become a planner, can take a combined postgraduate course that blends spatial and specialist elements together. At UWE, this course would comprise the MSc in Urban Planning.

The department 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. Although the programme itself is not accredited by the RTPI, modules contributing to the programme respond to the RTPI learning outcomes and will ensure graduates are equipped with the necessary skills and knowledge to progress a career in planning.

The Royal Geographical Society (RGS)

Staff who contribute to the programme also have established links with the Royal Geographical Society, both in terms of shaping national policy and direction but also in terms of hosting events.

Staff research and consultancy interests and expertise

The programme is supported by a strong research base, with 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, and projects.

Part E: Regulations

Approved to University Regulations and Procedures.

