



UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

MSc Urban Planning

Programme Specification 2024 -2025

Version: 1.00

Status: Final

Date: 19/04/2024

Summary Programme Details

Final Award

Award: MSc

Title of (final) Programme: Urban Planning

Credit points: 180

Level of award (QAA FHEQ): 7

Intermediate award(s)*

Intermediate award 1: Postgraduate Diploma Urban Planning

Credit points: 120

Level of award (QAA FHEQ): 7

Intermediate award 2: Postgraduate Certificate Planning and Property Studies

Credit points: 60

Level of award (QAA FHEQ): 7

*Intermediate awards will be granted to students that exit the programme part way through if they have achieved sufficient credits in line with the [Academic and Programme Regulations \(opens new window\)](#).

Apprenticeship Standard and Assessment Plan (relevant to apprentices only)

Name of apprenticeship standard: Chartered Surveyor (Degree)

Reference number: ST0331

End Point Assessment: non-integrated

End Point Assessment Organisation: Royal Institution of Chartered Surveyors (RICS)

Link to apprenticeship standard: [Chartered Surveyor](#)

Link to assessment plan: [Chartered Surveyor Assessment Plan](#)

Validation

Validating institution: University College of Estate Management (UCEM)

Date of last validation: March 2024

Date of next periodic review: March 2029

Date of commencement of first delivery: September 2024

Duration: 2 years or 2 years plus external end point assessment, if taken as part of an apprenticeship programme.

Maximum period of registration: In accordance with the [Academic and Programme Regulations \(opens new window\)](#).

UCAS Code/ HECoS Code:

Programming Code: PMSC

Other coding as required: UPS

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Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS) – Accreditation being sought**

Details of the accreditation/recognition: **Seeking MSc accreditation.** RICS is also the End Point Assessment Organisation for the apprenticeship programme.

Date of last programme accreditation/recognition: N/A

Date of next periodic review: TBC

Accrediting/recognising body: **Royal Town Planning Institute (RTPI)* [Pending for 2026]**

Details of the accreditation/recognition: **This 2-year MSc accreditation process will start from September 2024*

Date of last programme accreditation/recognition: N/A

Date of next periodic review: TBC

QAA Guidance

[UK Quality Code for Higher Education \(opens new window\)](#)

[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(opens new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying April 2024 \(opens new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Town and Country Planning April 2024 \(opens a new window\)](#)

Programme Overview

Rationale

The MSc Urban Planning programme is designed to serve aspiring individuals who desire to make a beneficial difference to society in these challenging times of global warming and climate change. By becoming a planning and development professional you will be able to contribute to creating, implementing, and maintaining effective sustainable urban environments and their communities. This expertise is welcome world-wide in public, private and third sector organisations that seek the requisite knowledge, skills, and ethical approach that are encapsulated by the competencies of professional bodies such as the RICS and the RTPI.

There are a range of opportunities that arise from understanding the historical context of societal development as expressed in the evolution of small settlements, villages to towns, cities and, in 21st century, the megalopolis. The pressure that population growth and regional migration have on the built environment universally requires alleviation through the thoughtful, imaginative, and wise leadership for the effective governance of smart cities, low-carbon transport, green, blue and grey infrastructure, housing needs, vibrant communities, and the public realm. This programme offers a finely tuned set of discipline specific modules that address these matters, as well as the professional competencies required for successful graduates to pursue a stimulating career. It is ideal for any proactive applicant who already has a cognate first degree, or ambitious non-cognate degree holder with appropriate relevant experience and wants to progress in the field of urban planning with a practical appreciation of real estate development.

Supporting this new provision, the programme is underpinned by two of UCEM's core strengths, in the application of online education for real estate and its reputation for sustainability in the built environment: these strengths will now be targeted towards the university's progression into the field of 'town and country' planning. As the subject area of planning incorporates a wide range of specialisms, the need to be both focussed and far-reaching is of essence. The programme also aligns with the University College of Estate Management's (UCEM's) vision to expand the range of disciplines within its portfolio thereby to engage with the wider built environment community. The programme contributes positively towards the UCEM mission to be the most sustainable university in the world. Additionally, it will provide impetus to the strategic plan's desire to increase UCEM *influence* within the industry and *impact* a more extensive range of built environment professionals.

Humanity is in a precarious position learning how to balance disparate perspectives on the appropriate means to mitigate and adapt to climate change challenges and, at the same time, accommodating the accelerating increase in population, global migration trends, and evolving demographics. The urgency of planning the world's continued development sustainably has become paramount to society at large: you could be a part of that.

Entry Requirements

Entrants to this programme normally are required to have attained one of the following:

- a Bachelor's Degree with honours at upper second standard (2:1) as a minimum, or equivalent;

Or

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- a Bachelor's degree with honours at lower second standard (2:2) as a minimum, or equivalent, and be employed in a relevant role and with 1 years' experience in a relevant field;
- Or
- a Bachelor's Degree with honours at lower second standard (2:2) as a minimum, or equivalent, in a built environment subject such as Architecture, Surveying, Real Estate Management, Geography, or Environmental Science;
- Or
- a Level 5 qualification as defined by Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) plus 5 years' relevant experience;
- Or
- a professional qualification plus 5 years' relevant experience;

If an applicant does not meet the standard entry requirements UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader or for students in Hong Kong by the Dean of School (International), who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

English language requirements

All UCEM programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course:

- GCSE Grade 4 (or C) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: admissions@ucem.ac.uk.
- Grade 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5 or Grade A-D (Syllabus B only).

Applicants with a bachelor's degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above if applying for a non-apprenticeship programme.

Apprenticeship programme

Applicants to the apprenticeship programme must also:

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- Have the right to work in England, meet [Education and Skills Funding Agency residency status requirements \(opens new window\)](#), spend at least 50% of their working hours in England and be directly employed in a job role that will enable the requirements of the apprenticeship to be achieved.
- Have GCSE Grade 4 (or C) or above in Mathematics, or an equivalent qualification. For further information on equivalent qualifications please contact admissions@ucem.ac.uk. Applicants for the apprenticeship programme that do not have accepted current or prior equivalent Level 2 maths and English qualifications on entry will be required to achieve these as part of the apprenticeship.
- Meet all of the funding eligibility requirements contained in the [ESFA funding rules](#).

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the [UCEM Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#). This policy statement takes precedence in any such decision.

RPEL may be used to support an application for entry onto the programme in accordance with the entry requirements stated in the section above. UCEM also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from the programme.

Normally at least one-third of any award must be accumulated as a result of learning assessed by UCEM, subject to any overriding Professional, Statutory and Regulatory Body requirements. For programmes leading to MSc or MBA awards:

- at least 100 credits (including the final project module) must be accumulated as a result of learning assessed by UCEM, and
- the final project module must be based on work completed while a student at UCEM and not before.

Note: As this is a new programme, recognition of prior learning for the award of credit and credit transfer will not be available until Autumn 2025.

Programme Progression

For details of progression arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Successful completion of the MSc will enable the student to apply to the relevant professional body for membership, or to apply for a PhD/MPhil, or to conduct further research.

Award Regulations

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Career Prospects

This programme will provide a route for both non-cognate and semi-cognate graduates, into careers associated to membership of the RICS and potentially the Royal Town Planning Institute (RTPI).

This programme equips students with the essential subject knowledge and postgraduate skills and expertise to enable them to enter and work within the planning and development areas of practice across the town planning, property, and development industries.

The opportunities available are reasonably extensive and include the following areas of professional practice:

- Local Authority planning
- Economic development
- Development management
- Spatial planning
- Housing delivery
- Urban regeneration
- Land and Property development
- Commercial real estate development
- Planning consultancy
- National and regional strategic planning advisors
- Infrastructure providers

Programme Aims

Programme aims

The programme is designed for holders of a Bachelor's Degree or equivalent to study a Master's award that is focused on the core subject matter essential to the current practice of urban planning.

The educational aims of the MSc Urban Planning are to:

- Offer an appropriate and contemporary planning and development curriculum, to accommodate the ever-changing planning context, underpinned by scholarly activity within a multi-disciplinary, built environment industry.
- Provide opportunities to acquire knowledge and understanding of planning and development, and their related professions, through a wide range of learning methods, underpinned by contemporary and emerging online pedagogical practice.
- Enable the development of intellectual and key skills essential for planning practice.
- Promote the abilities for self-reflection, critical analysis, creative thinking, and the practice of ethical behaviour.
- Equip individuals to practise in an effective, professional manner within a planning environment.

To ensure that the programme aims are met, the currency of the content, especially in respect of legislation and regulatory controls, will be monitored and updated on a regular basis.

The programme also aims to provide students with a foundation for life-long learning, continuing professional development and extension of their knowledge in preparation for further academic study at PhD level.

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Market and internationalisation

This programme is directed towards a UK and broad international audience. However, it is based primarily on the English planning system, taking cognisance of the devolved UK legislatures and executives.

This does not exclude being able to cater for a diverse, international cohort. UCEM provides study materials that aim to utilise international case studies and trans-national projects, along with international codes and conventions, as they further understanding by providing a wider context and the opportunity to consider theoretical concepts that may not arise so readily in England or the UK. However, it must be emphasised that the English planning system underpins this MSc with the relevant UK law and regulatory controls.

Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
PLN7PCG	Planning Concepts, Context, and Governance	7	20	Core
PLN7LPM	Land Use and Property Markets	7	20	Core
PLN7VAP	Valuations for Planners	7	10	Core
PLN7PPL	Planning Process, Practice, and Leadership	7	20	Core
PLN7RDA	Real Estate and Development Appraisal	7	20	Core
PLN7RSC	Research Skills and Current Affairs	7	10	Core
PLN7PSE	Planning Sustainable Environments	7	20	Core
PLN7PSC	Placemaking for Sustainable Communities	7	20	Core
PRJ7IRP	Independent Research Project	7	40	Core

Notes:

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

While there are no pre-requisite modules, students will be strongly advised that the Research Skills and Current Affairs module (PLN7RSC) is undertaken alongside (or prior to) the Independent Research Project (PRJ7IRP). This is to ensure that students develop the relevant research skills that to successfully complete the final research project.

Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes at Level 7.

A – Knowledge and understanding

Learning Outcome	Relevant modules
A7.1 Demonstrate a critical awareness of the key theoretical concepts and systematic understanding of issues arising within the social, political, environmental, and economic contexts of planning, real estate, and development sectors, as informed by current research and practice.	PLN7PCG PLN7LPM PLN7PPL PLN7RDA PLN7PSE PLN7PSC PLN7RSC
A7.2 Evaluate and select appropriate techniques that allow detailed interrogations of complex planning and development scenarios, taking account of the prevailing legal, social, political, environmental, and economic circumstances that may otherwise exclude sections of society.	PLN7PCG PLN7LPM PLN7PPL PLN7RDA PLN7PSE PLN7PSC PLN7RSC
A7.3 Synthesise knowledge of strategic and spatial planning, policy and legal frameworks, real estate and property investment, development funding and finance, development appraisal and process, valuation, ethical regulation, and professional standards, through community engagement and statutory consultation, to protect and add value to social communities and their built and natural environments.	All Modules
A7.4 Demonstrate understanding of planning and sustainable development processes within a democratic context, to facilitate collaborative placemaking activities with the support of the third sector in the creation of attractive, healthy, and viable places to live, work, and play, for now and future generations.	PLN7PCG PLN7LPM PLN7PPL PLN7RDA PLN7PSE PLN7PSC PLN7RSC

B – Intellectual skills

Learning Outcome	Relevant modules
B7.1 Critically evaluate the rigour and validity of existing research and scholarship to identify new or revised approaches to planning and sustainable development.	PLN7PCG PLN7RSC PRJ7IRP
B7.2 Acquire, analyse, synthesise, and evaluate varying types of data and information, recognising the nature of their sources, in order to judge its relevance and validity within a	PLN7LPM PLN7PPL PLN7RDA

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	range of planning, real estate, development, community engagement and statutory consultation scenarios.	PLN7VAP PLN7PSC PLN7RSC
B7.3	Gather and critically synthesise a range of information necessary to identify and solve complex problems particularly those arising from the need to balance social, environmental, and economic agendas of various stakeholders involved in the planning and development processes.	PLN7LPM PLN7PPL PLN7RDA PLN7VAP PLN7PSE PLN7PSC
B7.4	Exercise sound judgement based on available and appropriate evidence in relation to professional practice problems and research questions.	All Modules

C – Subject practical skills

Learning Outcome	Relevant modules	
C7.1	Produce simple, annotated drawings to convey site and building plans, freehand or digitally, and demonstrate mapping skills.	PLN7RDA PLN7PSC
C7.2	Competently use standard industry software packages, demonstrating digital planning skills to undertake, feasibility studies, valuation, and development appraisals.	PLN7LPM PLN7RDA PLN7VAP
C7.3	Create a viable masterplan, or draft a development brief, that accommodates the financial and deliverable resources available.	PLN7PPL PLN7RDA
C7.4	Think creatively and with imagination in a professional capacity, bringing these skills to resolve matters that arise within planning and development practice.	PLN7PPL PLN7RDA PLN7PSE PLN7PSC
C7.5	Critically evaluate the role of professional codes, standards, and ethics in the practice of planning, real estate, and development.	PLN7VAP PLN7PPL

D – Key / Transferable skills

Learning Outcome	Relevant modules	
D7.1	Demonstrate professional communication of ideas, arguments, and information in clear, effective, and reasoned ways, in written and spoken formats as appropriate for relevant stakeholders.	All Modules
D7.2	Appraise and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems.	All Modules
D7.3	Demonstrate professional integrity, treating all individuals with equal respect.	All Modules
D7.4	Contribute confidently and appropriately to group discussions including online discussion boards and other	PLN7RDA PLN7PSE

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Learning Outcome	Relevant modules
relevant media forums to develop and demonstrate collaboration and team working skills.	PLN7PSC
D7.5 Demonstrate proactivity and originality in problem identification and resolution, and the ability to act autonomously in planning and implementing tasks at a professional level.	PLN7PCG PLN7PPL PLN7RDA PLN7PSE PLN7PSC PLN7RSC PRJ7IRP
D7.6 Demonstrate independent, self-directed learning, alongside self-appraisal and reflection as required for continuing professional development.	All Modules
D7.7 Demonstrate information gathering skills, critically evaluate data and develop solutions that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	PLN7PCG PLN7LPM PLN7PPL PLN7RDA PLN7PSE PLN7PSC

Delivery Structure

Autumn (UK) Entry

Level	Year 1 Semester 1: The Context	
7	PLN7PCG	Planning Concepts, Context, and Governance
7	PLN7LPM	Land Use and Property Markets
7	PLN7VAP	Valuations for Planners
Year 1 Semester 2: The Application		
7	PLN7PPL	Planning Process, Practice and Leadership
7	PLN7RDA	Real Estate and Development Appraisal
7	PLN7RSC	Research Skills and Current Affairs
Year 2 Semester 1: The Future		
7	PLN7PSE	Planning Sustainable Environments
7	PLN7PSC	Placemaking for Sustainable Communities
7	PRJ7IRP	Independent Research Project (<i>commenced</i>)
Year 2 Semester (1 and) 2: Independent Research		
7	PRJ7IRP	Independent Research Project (<i>completed</i>)

Module Summaries

Core Modules

PLN7PCG Planning Concepts, Context, and Governance

This module requires students to develop and embed an understanding and insight into the origins, status, and objectives of land use planning in England and the UK, along with the formal mechanisms and thought processes that drive it forward at a time of constant change. Students will be asked to consider the importance of sustainable development as a strategic aim of planning, and how this is interpreted in different ways by the range of stakeholders who engage in the planning system.

PLN7LPM Land Use and Property Markets

This module requires students to examine how the use of land is theoretically allocated within urban and non-urban environments using the classical economic theory of the free

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market mechanism of the property markets for rent. Socio-economic factors driving the supply and demand of property for both occupation and investment to the real estate market are considered as are other evolving factors including government intervention. Cycles of economic activity and its impact on the cradle-to-grave development process are also examined. Students will be able to recognise that in practice developing and bringing a property to market involves many different professions, whose roles and conduct are considered and in relation to the ownership of real estate interests.

PLN7PPL Planning Process, Practice and Leadership

This module introduces students to the real-world dynamics of the planning process in England, through a critical review of the prescribed stages of plan-making and decision-taking at a full range of strategic levels and spatial contexts. A central focus here will be the role of Statutory Development Plans (SDPs), and their integral components, Local and Neighbourhood Plans. Consideration will be given to how a full range of cross-sector stakeholders come to define an agreed spatial vision for their areas and determine individual development proposals in relation to that vision, as well as the practical and ethical qualities required of the different players in the planning process. Students will be encouraged to recognise conflicts that arise in the delivery of sustainable development and how effective leadership can help to ameliorate the process.

PLN7RDA Real Estate and Development Appraisal

This module requires students to examine the motivations of primarily private-sector developers and the public-sector obligations of local planning authorities. It explores how, through early liaison, these can be balanced and a middle ground for development agreed. The module tracks the early stages of the development process from the client briefing, consideration of planning policy and guidance, information analysis and initial development design. This continues through to the financial appraisal and viability considerations and culminates in a pre-application agreement of an acceptable scheme that meets the requirements of both the developer and the public sector. Students will be asked to consider the risks involved in development process and the range of consequences emanating from success and failure as perceived from different perspectives.

PLN7VAP Valuations for Planners

This module enables students to be able to prepare valuations of a range of property interests and types and compensation claims in cases of compulsory purchase. That knowledge combined with an understanding of the RICS Valuation standards and professional body Rules of Conduct, will enable students to act appropriately in providing client advice and a professional valuation report. Various methods of valuation are taught, and a critical reflection of the taught methods is also developed. Students will be asked to carry out calculations and consider the ethical issues that accompany them.

PLN7PSE Planning Sustainable Environments

This module requires students to demonstrate a critical understanding of the evolving ways in which the planning system addresses the challenges of climate change and promotes sustainable urban, and non-urban, environments. It will include an exploration of the legal and regulatory mechanisms applied at different levels and contexts, as well as selected examples of best practice in sustainable transport, urban design, and ecological management. Students will be expected, individually and in groups, to interrogate national and local infrastructure matters in the light of current and evolving circumstances.

PLN7PSC Placemaking for Sustainable Communities

This module provides students with a focused introduction to placemaking, both as a concept and the outcome of collaborative working. They will explore the mix of regulations, methods and techniques that inform the neighbourhood planning process, and how to

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resolve the tensions and contesting values of different stakeholders in developing a consensus-based spatial strategy. Students will be encouraged to develop subject-specific skills, such as the identification and use of appropriate data sources, as well as an individual and/or group preparation and presentation of an evidence base which remains a statutory requirement in local plan making.

PLN7RSC Research Skills and Current Affairs

This module will enable students to develop the research skills required to navigate the ever-changing flow of socio-political planning discourse from academia and practice, whilst informing their own Independent Research Project. Operational practices around how to undertake research; forming a robust question, alternative approaches, along with data types and methods of data collection and analysis will be discussed. Essential to the module will be understanding how to recognise assumptions, theoretical underpinnings, bias and what is and is not being privileged in various publication types. The fundamental assumptions upon which social science is founded will be outlined and debated. An understanding of levels of analysis, micro, meso and macro will be explained. This will help students develop their critical thinking along with understanding the perspectives that make most sense to them. It is considered advisory to complete this module prior to undertaking the Independent Research Project (PRJ7IRP).

PRJ7IRP Independent Research Project

This module requires students to further develop their research skills within the context of the built environment and is a key part of their wider professional development. It provides them with an opportunity to conduct a self-directed, independent research project that reflects the culmination of their studies in this programme. The topics selected are expected to reflect the current and critical issues that concern the discipline within the built environment. Students will be guided in their deliberation on these matters. For many students the development of a case study or design appraisal research, often emanating within their own workplace or arising from their professional activity, will be an appropriate approach to demonstrate research and expertise in a specific area. Students will be expected to produce a detailed proposal for their choice of research project prior to its commencement.

Learning, Teaching and Assessment

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students.

Learning & Teaching

The approach adopted is student centred learning design that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Knowledge and understanding

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Lecturer-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the online learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and online journals.

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Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. In the independent research project module, self-directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

For specific urban planning knowledge and understanding, please refer to the [Learning Outcomes](#).

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Urban Planners, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is lecturer-guided and, formative feedback on these skills is given appropriate emphasis.

Students are encouraged to develop and apply their knowledge and understanding through a range of independent and collaborative learning exercises, online activities, and engagement with (industry-relevant) digital resources. These require students to apply research and analysis to industry issues.

For specific urban planning intellectual skills, please refer to the [Learning Outcomes](#).

Subject practical skills

The MSc Urban Planning programme has been designed to introduce students to key concepts and modern theories at level 7 that promote effective, ethical, professional practice in the field of urban planning.

The practical skills taught to practise in this manner, in this field, include the ability to:

- obtain, interpret and critically review disparate types of evidence particularly with a view to applying it to planning policy, practice, and development proposals;
- demonstrate negotiation, mediation, leadership and networking skills, in professional, commercial, and community situations;
- produce technical drawings, demonstrate mapping skills, devise and convey masterplans; and,
- use industry-relevant software to undertake feasibility studies, site and development appraisals.

Please also refer to the [learning outcomes](#).

Key/Transferable skills

The BE Ready Orientation sets out the importance of transferable skills. These skills are developed through the programme, utilising study, and assessment. This can be via virtual learning environment (VLE) discussion, tuition discourse, and problem-solving exercises all of which can be conducted individually or as part of a collegiate team. Together with appropriately designed coursework, they provide the ideal combination to internalise these aspects through different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills.

The learning activities in this programme require students to undertake research, evaluate their findings and develop solutions. The teaching of module topics requires students' engagement with a range of online activities that develop research and evaluation skills and cultivate a systematic approach to problem identification and resolution. Engagement with the UCEM learning community develops communication and collaboration skills. The

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transferrable soft skills will be taught via programme webinars delivered to students throughout the year. Students also be able to develop transferrable skills through both formative and summative opportunities within the modules.

With respect to professional development within the field of urban planning, students will be required to demonstrate explicitly, independent, self-directed learning, alongside self-appraisal and reflection through the continued production of a personalised, professional development plan. For further specific transferable skills, please refer to the [Key/Transferable skills](#) Learning Outcomes.

Assessment

The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are designed to demonstrate that the module learning outcomes are satisfied and the activities within the module support students in achieving these. All assessments for the programme will be scrutinised and moderated in line with UCEM policy which aligns with sector good practice.

UCEM's practice is to require assessments to be academically, vocationally, and professionally relevant. Assessments balance rigour and relevance. Some assessments are designed to have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios, or case studies from recent or current real-world situations that reflect and/or replicate the vocational requirements of the industry and the holistic nature of the subject matter. They provide the opportunity for students to work as a member of a group and require the use of skills necessary for negotiation, mediation and even leadership. They also have the potential for students to participate in peer assessment. The subject matter of modules such as PLN7PSE and PLN7PSC are both well-suited to collegiate activities including their assessment.

All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of self-reflection, reflexive, and transferable skills, including the development of research and analytical skills.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students may be required to complete various pieces of coursework in the modules which are assessed within set time frames.

Detailed feedback is provided on lecturer-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment.

All assessment contributing to the award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

Assessment Diet

The types of both formative and summative assessments (including resubmissions) that are to be used on this programme will include a wide range from the following:

- Annotated bibliographies and glossaries
- Blogs, Vlogs and other oral and/or visual presentations, (including viva voce)

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- Briefing papers, presentation or documentation
- Case studies, national and international
- Client letters
- Critical essays
- Debates and online forum participation
- Design appraisal (both group and individual)
- E-portfolio and reflective diaries
- Seminar papers
- Simulations, including role play and scenario-based projects (both group and individual, and potentially 'live')
- Technical reports, including calculations
- Research project (e.g. a case study critique), dissertation or work-based project.

Some of these assignments may be computer-based or computer marked (CMAs). The exact combinations of assessment will vary from module to module and each module descriptor will include the relevant assessment method and weighting.

The students' learning journey was the driving criteria behind the design of this collection of assessments. The type of assessment and its weighting have been considered as a progression of learning the relevant subject matter underpinning the learning outcomes. The outcome of undertaking the assessment is more heavily focussed on student learning than it is merely an expression of their learning. While there is an ideal order in which these activities are undertaken (to achieve the intended progression), this order need not be followed blindly. Guidance is provided in the Programme Specification as to certain preferences, such as undertaking the Research Skills and Current Affairs module (PLN7RSC) prior to undertaking the Independent Research Project (PRJ7IRP).

It should be noted that it is a requirement of the RTPPI that each learning outcome is passed. Consequently, no module may be passed on the aggregate mark where one assignment has not reached the 50% pass mark unless the learning outcome is assessed and passed elsewhere.

Study Support

BE Ready Orientation

The purpose of BE Ready is to prepare students for online learning with UCEM but also to support students throughout their learning journey. Students are expected to visit BE Ready every semester for updates, welcome back week activities as well as advice specific to their level of study.

There are a variety of resources which will help students to get started. These include how to use the VLE, how to navigate a module, the UCEM e-library and how to join a webinar. BE Ready also provides practical advice such as how to manage independent study, where to find our Study Skills resources and how to access academic or pastoral support. All this information is key to having a successful start to supported online learning with UCEM.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

Student learning support

The programme is taught via UCEM's VLE and academic facilitation and support is provided online, giving student's access to UCEM Academics (senior lecturers, lecturers, and associate lecturers) and other students worldwide.

The Education team will guide and support students' learning. Other UCEM administrative teams provide support for assessments and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme.

Each student, wherever their location, will have access to a wealth of library and digital resources to support their studies. Where appropriate, students will be encouraged to draw upon their local context when writing their assessments.

The Academic Support & Enhancement (ASET) team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;
- working with students with additional learning needs so that they can reach their potential; and
- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare team at UCEM.

Workplace apprenticeship support and apprenticeship support from UCEM

Students that are studying the programme as part of an apprenticeship programme will be assigned an Apprenticeship Outcomes Officer who is the primary point of contact for the apprentice and their employer during the apprenticeship. Apprentices and their employers will attend progress reviews scheduled at 12-week intervals which will review the apprentices progress, set targets and will check the completion of the off the job diaries and that the apprentice is making demonstrable progress on their apprenticeship.

Apprentice employers should work collaboratively with the apprentice and UCEM, including active participation at 12-week progress reviews, co-ordinating off the job training time and providing the apprentice with the opportunity to practice and embed new skills in the work environment.

English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'. The resource includes topics

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such as sentence structure, writing essays and guidance for writing at Master's level aimed at developing students study skills.

Personal and professional development

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated careers advisor to ensure students have appropriate access to careers education, information, advice, and guidance.

Programme specific support

This programme has a Programme Leader, as well as Module Leaders, other academics, and Academic Support Tutors to support the students throughout their time with the programme. Additionally, each student will be allocated a Research Project Supervisor on completing their research proposal under PRJ7IRP.

UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary lecturer and student feedback services.

Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time e-Librarian during normal UK working hours.