

**PROGRAMME SPECIFICATION**

for the award of

**BA Urban Design, Planning and Development**

**Managed by the Faculty of Technology, Design and Environment**

**Delivered by the School of the Built Environment**

<b>Date approved:</b>	Date approval confirmed, on recommendation of University validation panel or other authorised body.
<b>Applies to students commencing study in:</b>	September 2018

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
5.11.2019	Double coded (Banner codes added)	Module and Programme codes renamed to match new student record system
17.03.2020	Module list clearly labelled	

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University, Headington, Oxford
<b>Language of study:</b>	English
<b>Final award:</b>	BA (Hons)
<b>Programme title:</b>	Urban Design, Planning and Development
<b>Interim exit awards and award titles available:</b>	Interim exit awards: <i>Bachelor's Degree</i> , Certificate in Higher Education, Diploma in Higher Education (named), Diploma in Higher Education Award title: <i>Bachelor's Degree with Honours</i>
<b>Brookes course code:</b>	BAH-UDP/UDP (BAO-UDP, DHEN-UDP)
<b>UCAS code:</b>	
<b>JACS code:</b>	K421
<b>HECoS code:</b>	100199
<b>Mode of delivery:</b>	Full-time/Part-time (face to face/on-campus)
<b>Mode/s and duration of study:</b>	Full-time 3 years/Part-time 6 years (normal expected)
<b>QAA subject benchmark statement/s which apply to the programme:</b>	RTPI – QAA Town and Country Planning ( <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Town-and-Country-Planning-16.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Town-and-Country-Planning-16.pdf</a> )  RICS – QAA Land, Construction, Real Estate and Surveying - <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Land-Construction-Real-Estate-Surveying-consultation-16.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Land-Construction-Real-Estate-Surveying-consultation-16.pdf</a>
<b>Professional accreditation sought for the programme:</b>  (accreditation will be sought once programme is validated)	(subject to accreditation) RTPI - The Royal Town Planning Institute - <a href="http://www.rtpi.org.uk/">http://www.rtpi.org.uk/</a> - (seeking partial accreditation followed by full accreditation if taken with an RTPI accredited MA/MSc postgraduate programme or RTPI accredited PG Diploma)  (subject to accreditation) The Royal Institution of Chartered Surveyors (RICS) - <a href="http://www.rics.org/">http://www.rics.org/</a> - (seeking full accreditation)
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## SECTION 2: WHY STUDY THIS PROGRAMME?

The complex, dynamic nature of urban systems requires highly skilled Built Environment professionals who are equipped to address the diverse challenges and conflicting priorities that often characterise development processes. This programme combines theoretical understanding together with the practical skills and applied experience required to critically engage with the challenges of designing urban places, planning and steering processes of sustainable change and development within cities, towns and the countryside, both nationally and internationally. By the end of this programme you will be able to:

- Demonstrate a critical understanding of how contemporary social, environmental, economic, cultural and legal issues shape urban design, planning and the development of places;
- Make professional-level contributions to the planning, design and development of places at diverse scales (ranging from the regional scale through to the street, plots and buildings);
- Design and carry out innovative research to investigate and evaluate alternative ways of creating and managing sustainable futures for the built and natural environment; and
- Practice as a reflective professional, capable of working effectively with diverse stakeholders to mediate and influence change in the built and natural environment.

The teaching team has carefully designed the BA in Urban Design, Planning and Development for you to learn about the subject in a way that closely matches the needs of professional practice, so that you are well-prepared to enter the job market and impact the sector with innovative, critical thinking. You will learn how urban design, spatial planning and urban development can be brought together to influence change at different scales and contexts - from architectural and open space design, to urban regeneration and master-planning, through to international perspectives and the 'global city'.

The programme is purposely designed to deliver an authentic, contemporary learning experience that maximises your opportunities to engage with real-life problems and issues within a stimulating, theoretically informed environment. This experience is made possible by means of a highly integrated programme structure based around a spine of modules known as **Urban Labs**. The Urban Labs are project-led, practice-focused double modules that create the conditions to develop and test both theoretical and applied solutions to real-life problems within the field of urban design, planning and development. They involve a dynamic and varied mix of lectures, guest speaker sessions, fieldwork, workshops, skills training, and studio time that enable you to deeply engage with project development, either individually or through team-working. To enrich your understanding and further enhance your capacity to act as an effective future professional, many of the Urban Labs involve 'live projects' whereby you work directly with a community client to explore different aspects of a planning, design or development project.

Each semester the Urban Labs run concurrently with a pair of single modules that explore underlying concepts and methodological frameworks which are integrated and aligned to the specific project developed within the Lab. This is especially important so that you are able to 'make the connections' between theory and practice - everything you learn within the single modules 'makes sense' in an applied environment which simulates professional practice.

Reflecting the multidisciplinary nature of the programme, the teaching team has wide-ranging expertise covering planning, urban design and development, architecture, geography and environmental management (<http://planning.brookes.ac.uk/staff/>). Combined with experience of leading research and consultancy that is nationally and internationally recognised, this diversity of staff interests helps to maintain the topical character of the programme. This is further supported by a collaborative approach to learning and teaching through working closely with practitioners both in the private and public sectors, local communities, and other academics and professionals in the field.

The dynamic character of the programme is balanced by a curriculum designed to offer a consistent learning experience and the excitement of engaging with peers and lecturers as partners in defining strategies to address real-life issues. This dynamically structured learning is facilitated by the studio spaces within the School of the Built Environment, which are designed to support creative learning and at the same time, provide you with the experience of working in a professional space. Students are encouraged to take ownership of these spaces and to develop and express their identity throughout.

During your programme you will also participate in a mandatory residential fieldtrip (either abroad or in the UK), with recent fieldtrips visiting Rotterdam, Amsterdam and Lyon. Fieldtrips provide excellent opportunities to learn more about issues experienced in different social, cultural and regulatory contexts. Whilst your tuition fees cover the mandatory fieldtrip costs, a separate fee will apply for any optional fieldtrips or site visits within other modules.

The course has a strong social media presence and the variety and richness of our alumni group helps to maintain vibrant online discussions. We encourage you to make the most of these links for keeping up to date with current planning and urban design issues, job opportunities, and for developing independent and collaborative learning.

Our lively blog provides further insight on co-curricular activities and students and staff achievements (<http://planningandurbandesignatbrookes.blogspot.co.uk/>).

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate and successfully achieve the following Learning Outcomes (LO):

### **3.1 ACADEMIC LITERACY**

LO 1	Critically examine planning, design and development challenges linked to environmental, social, economic and cultural sustainability at a range of scales and contexts.
LO 2	Develop a critical appreciation of policy, legal frameworks and professional practice in the field.
LO 3	Understand the role of spatial planning and urban design in providing the framework for development within national and international contexts.
LO 4	Professionally engage and contribute to processes of planning, designing and delivering sustainable places.
LO 5	Build clear, theoretically informed arguments, negotiate stakeholder needs and develop skills to achieve consensus.
LO 6	Demonstrate awareness of international approaches and innovation in urban design and planning to further sustainable development.

### **3.2 RESEARCH LITERACY**

LO 7	Understand different research designs and choose suitable methods of research for use in the fields of urban design, planning and development in different cultural contexts.
LO 8	Identify and evaluate sources, collect and analyse quantitative and qualitative data and extract meaningful results in the process of research.
LO 9	Use modelling techniques and appraisal instruments to explore and evaluate scenarios.

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

LO 10	Explain and negotiate ideas in cross disciplinary, multicultural and diverse stakeholder forums.
LO 11	Confidently express ideas and perspectives to influence change.
LO 12	Work both collaboratively and independently in diverse teams, taking leadership and supporting roles.
LO 13	Become a reflective practitioner able to evaluate personal performance and consider different perspectives when exercising the profession.

### **3.4 DIGITAL AND INFORMATION LITERACY**

LO 14	Use a variety of media for analysis and for communicating ideas to a diverse audience.
LO 15	Use a range of software to assist in the development, visualisation (2D and 3D), analysis and assessment of planning strategies, urban design proposals and development plans.

### **3.5 ACTIVE CITIZENSHIP**

LO 16	Use communication skills to discuss the value and impacts of urban design, planning and development in
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	national and international contexts and with diverse audiences.
LO 17	Work effectively on community based projects.
LO 18	Use urban design, planning and development to achieve positive impacts in local communities and contribute to equity, sustainability and social justice.
LO 19	Develop an understanding of the social, ethical and professional responsibilities necessary to work in multicultural societies and across cultures.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
<b>Level 4</b>					
PLAN4004 /U37710	Cities in Historical Contexts	15	4	Compulsory	100% coursework
PLAN4005 /U37711	Urban Diversity: People, Society and Space	15	4	Compulsory	
PLAN4006 /U37712	Urban Lab 1: Urban Design and Place Experience	30	4	Compulsory	
PLAN4003 /U37705	Sustainability and Development	15	4	Compulsory	
PLAN4007 /U37713	Development Processes and Site Delivery	15	4	Compulsory	
PLAN4008 /U37714	Urban Lab 2: Architecture and Open Space Design	30	4	Compulsory	
<b>Level 5</b>					
PLAN5008 /U37732	Mediating Change: Governance, Politics and Social Actors	15	5	Compulsory	100% coursework
PLAN5009 /U37733	Plan and Policy Making	15	5	Compulsory	
PLAN5010 /U37734	Urban Lab 3: Urban Regeneration and Heritage Conservation	30	5	Compulsory	
PLAN5003 /U37722	Environmental Decision Making: Theory and Practice	15	5	Compulsory	
PLAN5011 /U37735	Urban Development: Economic And Financial Appraisal	15	5	Compulsory	
PLAN5012 /U37736	Urban Lab 4: Urban Design Masterplanning	30	5	Compulsory	
<b>Level 6</b>					

PLAN6003 /U37772	Strategic Planning and Policy	15	6	Compulsory	100% coursework
PLAN6005 /U37775	Research Methods	15	6	Compulsory	
PLAN6006 /U37776	Urban Lab 5: Global City Design, Planning and Development	30	6	Compulsory	
PLAN6007 /U37777	Contemporary Debates	15	6	Compulsory	
PLAN6008 /U37778	Professional Practice	15	6	Compulsory	
PLAN6012 /U37797	Research Project	30	6	Compulsory	

## 4.2 PROGRESSION AND AWARD REQUIREMENTS

### Progression

In order to achieve the expected depth of learning progression is designed as follows:

- For the BA Hons Degree all modules are compulsory accruing 360 credits overall;
- For the BA Ordinary Degree students are required to complete all modules in years 1 (level 4) and year 2 (level 5) plus a choice of modules to add 60 credits from year 3 (level 6), accruing 300 credits in total.
- For the Diploma of Higher Education (named) students must complete all modules in year 1 (level 4) and all compulsory modules in year 2 (level 5). You should accrue a total of 240 credits overall.
- For the Diploma of Higher Education students must complete 240 total credits of which 90 credits must be Level 5 or above.
- For the Certificate of Higher Education students have to complete 120 credits at least 90 of which must be at Level 4.

### Professional Accreditation

The three-year BA course is seeking partial accreditation by the Royal Town Planning Institute (RTPI) for entry into the planning profession, and full accreditation when combined with the addition of a postgraduate RTPI accredited specialist year plus completion of the Assessment of Professional Competence (APC). It is also seeking full accreditation by the Royal Institution of Chartered Surveyors (RICS) also in combination with completion of the ACP.

For full accreditation for RTPI you have the option of taking the following number of credits, depending on your choice of professionally accredited Postgraduate degree:

- For a Postgraduate Diploma –120 (level 7) credits
- For an MSc or Masters Degree –180 (level 7) credits (see our options at <http://planning.brookes.ac.uk/postgraduate/index.html>)

## SECTION 5: TEACHING AND ASSESSMENT

The learning and teaching in the BA in Urban Design, Planning and Development includes a variety of activities that enable us to deliver theoretical and practice-based content and support you to develop the knowledge and the skills needed to engage in professional practice. These activities are delivered through a consistent structure of single and double modules ('Urban Labs').

- **Lectures** introduce key concepts, theories and current issues regarding the planning, design and development of cities. You will be exposed to a range of perspectives from academic staff and guest lectures by visiting professionals.

- **Seminars** provide a stimulating environment for debates, group discussion and testing of theoretical ideas. Seminars are usually related to the content developed in lectures or acquired through readings of relevant literature and the media.
- **Workshops** (including in-Lab Training) provide the opportunity to develop practical work and learn professional skills within a project-led environment.
- **Studios** provide the setting for project development. They are an intrinsic part of the Urban Labs and provide key opportunities for feedback and for testing of how theoretical ideas can be applied in practice. 'Charrettes' are short, focused design work and take part either in studios or outside the university at the project site, usually involving work with the clients (for example communities, private and public practice professionals).
- **Presentations** are an intrinsic part of the course and also key instances for feedback. Presentations enable you to practice the communication skills that essential for effective professionals, including the clear explanation of ideas and concepts to clients.
- **Site Visits and Fieldtrips** provide students with the opportunity to learn from experiencing a variety of urban contexts. Visits include case studies that represent best practice and varied professional environments.
- The **Induction** is an important part of the programme with a set of learning resources placed in an online environment and offered as part of the induction pack. This is not compulsory and does not provide essential knowledge but serves as a useful resource to improve the experience and engagement of students in the course.

Semester teams - comprising module leaders and other contributing staff - work together within and across the semester to maintain the intended integration and the learning progression necessary to achieve the programme learning outcomes.

Approximately 50% of the course involves project-led modules (often delivered through a live project) including the research project module which you will take in your last year. This allows you to deepen your understanding of the subject by applying theory and provides several opportunities to practice professional and academic skills in a practice-based environment.

In a typical week, your time will be divided between attending two single modules (usually a mixture of lectures, seminars or workshops spread over three hours a week per module) and one Urban Lab (usually a mixture of lectures, in-Lab training workshops and studio time spread over six hours a week). Outside the module contact hours, you will undertake independent learning (for example, library visits, research, face to face and online individual and group collaborative learning) and develop your coursework assignments.

The programme team considers the process of assessing and giving you feedback on your coursework as a continuous process with several instances of formative feedback. The focus is to support you to successfully achieve the learning outcomes so whenever you arrive at one of the assessment checkpoints (usually interim presentations, tutorials or interim crits) you are given formative feedback and time to act on it so that you can successfully progress. This approach, which combines formative and summative assessment and feedback, is especially important within the Urban Labs as they are larger modules. Throughout the Urban Labs and within the single modules you are given feedback on your work so that you have a clear idea of how well you are doing in achieving what is expected and how you can improve your learning and results. Staggered summative assessment points provide the flexibility needed in this larger module to complete learning progression.

The programme is based on 100% coursework, which enables us to deliver a strong and clear structure of formative feedback and assessment, which focuses on development of knowledge and skills. A variety of coursework types is used so that you can develop and practice different skills. Examples include: essays, reflective work (essay, diaries), professional planning and urban design reports (presented either in printed or digital formats), design work and oral presentations. To successfully complete a module you should pass all significant pieces of assessment.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

**A-Level:** BBC or equivalent

**IB Diploma:** 31 points

**BTEC Extended Diploma:** DMM

**UCAS points (from September 2017) :** 112. Points may be counted from qualifications equivalent to 3 A-levels only

Other typical offers include:

2 A-levels at BB/BC plus 2 AS-levels at CC/BB

Advanced Diploma at grade B, including A-level at grade C.

Applications are welcomed from mature students and candidates with alternative qualifications.

Applicants will be required to attend an interview (usually held between December and mid-March) before an offer is made. Offers and the level of offers are dependent on performance at interview and may be slightly higher or lower than the standard offer.

### **Specific entry requirements**

**GCSE:** Mathematics and English at grade C

Please also see the University's general entry requirements (<http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/>).

### **English language requirements**

Please see the University's standard English language requirements, available at

<http://www.brookes.ac.uk/international/how-to-apply/undergraduate/undergraduate-entry-requirements/>.

### **International and EU applications**

#### *Preparation courses for EU students*

We offer a range of courses to help students meet the academic and English language entry requirements for their courses and also familiarise them with university life. Find out more about the international foundation pathways we offer and our pre-sessional English language courses at <http://www.brookes.ac.uk/international/english-and-pathway-courses/>.

#### *Country specific entry requirements*

If you are studying outside the UK, for more details about your specific country entry requirements, translated information and local representatives who can help you to apply, please have a look at our country specific information pages (<http://www.brookes.ac.uk/international/country-information/country-specific-information/>).

#### *English requirements for visas*

If you need a student visa to enter the UK you will need to meet the UK Visas and Immigration minimum language requirements as well as the University's requirements. Find out more about English language requirements at <http://www.brookes.ac.uk/international/how-to-apply/english-language-requirements/>.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

The programme sees the preparation of students for employment as an integrated process where the curriculum (single modules and Urban Labs), the co-curricular activities, and the physical and virtual learning environments together contribute to provide students with opportunities that enhance their potential employability.

### **Opportunities within the Curriculum**

The curriculum for the BA in Urban Design, Planning and Development was inspired by different dimensions of professional practice and therefore offers an informed and supportive environment to prepare you for employment. The Urban Labs are embedded within the programme and have been developed to provide a practice based experience that is integral to curriculum delivery, including live projects or current issues highlighted by our industry partners.

Furthermore, the module 'Contemporary Debates' incorporates current topics informed by industry, professional organisations, think tanks and the media. Lectures within modules include inputs from visiting lecturers and guest speakers which represent a variety of contemporary perspectives.

The programme aims to provide a learning environment where students are prepared to engage with employment and contribute to critical thinking in their areas of work.

Towards the end of the programme the 'Professional Practice' module further prepares students for working life. Using simulation exercises, this module provides the opportunity to further integrate the course components, and helps you to develop a deeper understanding of the ethical and professional conduct expected in practice and required by the professional institutes.

### **Co-curricular Activities**

The School of the Built Environment has traditionally engaged with a series of co-curricular activities which will only get stronger with the delivery of the BA in Urban Design, Planning and Development.

Examples of co-curricular activities offered to undergraduate students in planning are the BrookesBUDS (Brazil Urban Design Study Group) project which collaborates with Brazilian students, lecturers and local communities on housing development projects. The RTPI highlighted this, stating '[It is] *very encouraging to see how Brookes' approach to teaching involves the students in applying theory to real problems, and to see the students involved in projects with such an international reach*' (President of The Royal Town Planning Institute, RTPI Newsletter, Summer 2013). Undergraduate students in planning and urban design also form the core group of students who deliver urban design workshops for local communities (Oxford Inspire, BrookesLive).

Due to our strong links with the Practice Liaison Group, at least once a semester the course delivers project-based workshops similar to work developed in professional practice. These and the job fairs held in the Built Environment (once a year) offer students the opportunity to develop professional networks.

### **Learning and Teaching Environments**

The physical learning and teaching studio environment at the School of the Built Environment is designed to offer students similar conditions to those found in practice. They emphasise the project and problem based approach to learning and are open, collaborative environments which allow the development of ideas both individually and through group working.

A variety of modules also offer online collaborative learning environments in parallel to the physical space of the Urban Labs or classrooms. In these online environments students practice independent learning and collaboration 'outside the classroom' to complete activities and achieve specific goals.