University of the Built Environment
EST. 1919

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MSc Urban Planning

Programme Specification 2026-2027

Version: 4.00

Status: Final

Date: 08/05/2026

Summary Programme Details

Final Award

Award: MSc
Title of (final) Programme: Urban Planning
Credit points: 180
Level of award: 7

Intermediate award(s)*

Intermediate award 1: Postgraduate Diploma Urban Planning
Credit points: 120
Level of award: 7

Intermediate award 2: Postgraduate Certificate Planning and Property Studies
Credit points: 60
Level of award: 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 of the Built Environment
Date of last validation: June 2025
Date of next periodic review: June 2030
Date of commencement of first delivery: September 2025
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: N/A
Programming Code: PMSC
Other coding as required: UPS

Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**
Details of the accreditation/recognition: MSc accreditation. RICS is also the End Point Assessment Organisation for the apprenticeship programme.
Date of last programme accreditation/recognition: September 2024
Date of next periodic review: 2027

Accrediting/recognising body: **Royal Town Planning Institute (RTPI) not accredited***
Details of the accreditation/recognition: *University of the Built Environment submitted an expression of interest in academic year 2025-26
Date of last programme accreditation/recognition: Not accredited
Date of next periodic review: TBC

QAA Guidance

UK Quality Code for Higher Education (opens new window)

QAA Credit Framework for England (opens a 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)

OfS Standards

Office for Students (OfS) Sector Recognised Standards (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 University of the Built Environment's core strengths, in the application of online education for real estate and its reputation for sustainability and innovation 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 of the Buit Environment'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 University of the Built Environment mission to be the most sustainable university in the world. Additionally, it will provide impetus to the strategic plan's desire to increase the University *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 technology, resilience, and 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

- 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 University of the Built Environment 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 (Academic Portfolio and 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 University of the Built Environment Code of Practice: Admissions and Recognition of Prior Learning (opens new window).

Apprenticeship programme

Applicants to the apprenticeship programme must also:

- Have the right to work in England, meet Department for Education (DfE)residency status requirements, 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@ube.ac.uk.

  Applicants for the apprenticeship programme that are 19+ years old are not required to have accepted equivalent Level 2 maths and English qualifications (opens new window). However, the DfE will fund functional skills qualifications if deemed necessary by the Employer and apprentice. The employer and apprentice will be informed of their options at point of admission, and they will be required to confirm that they opt in or out of further level 2 study to proceed.
- Meet all of the funding eligibility requirements contained in the DfE funding rules.

The academic level of international qualifications that are not listed on the UCAS tariff will be assessed using UK ENIC.

English language requirements

All University of the Built Environment 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@ube.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.

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

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

University of the Built Environment 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 the University, 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 the University, and
- the final project module must be based on work completed while a student at the University 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 2026.

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.

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. University of the Built Environment 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
PLN7PTS	Planning Theory and Systems Thinking	7	10	Core
PLN7VAP	Valuations for Planners	7	10	Core
PLN7PPP	Planning Policy and Practice	7	20	Core
PLN7RDA	Real Estate and Development Appraisal	7	20	Core
PLN7IDP	Introduction to Digital Planning and Artificial Intelligence	7	10	Core
PLN7RSS	Research Skills	7	10	Core
PLN7ADP	Applied Digital Planning in the Built Environment	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.

Students entering with exemptions may see a change to their study route.

The Research Skills module (PLN7RSS) is a pre-requisite* for the Independent Research Project (PRJ7IRP). This is to ensure that students develop the relevant research skills to successfully complete the final research project.

*Study of the PLN7RSS module needs to have been completed prior to taking PRJ7IRP. In exceptional circumstances, if PLN7RSS has not been passed, students may be permitted to commence study of PRJ7IRP.

Learning Outcomes

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

Level 7

A – Knowledge and understanding

Learning Outcomes		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 PLN7PTS PLN7PPP PLN7RDA PLN7IDP PLN7PSC PLN7RSS PLN7ADP
A7.2	Evaluate and select appropriate techniques that allow detailed interrogations of complex planning and development scenarios, taking account of the prevailing technological, ethical, legal, social, political, environmental, and economic systems that may otherwise exclude sections of society.	PLN7PCG PLN7ADP PLN7PPP PLN7RDA PLN7IDP PLN7PSC PLN7RSS PLN7PTS
A7.3	Synthesise knowledge of strategic and spatial planning, policy and legal systems, 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 PLN7PPP PLN7RDA PLN7PSC PLN7RSS

B – Intellectual skills

Learning Outcomes		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 PLN7RSS 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 range of planning, real estate, development, community engagement and statutory consultation scenarios.	PLN7ADP PLN7PPP PLN7RDA PLN7VAP PLN7PSC PLN7RSS
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 technological, social, environmental, and economic agendas of various stakeholders involved in the planning and development processes.	PLN7ADP PLN7PPP PLN7RDA PLN7VAP PLN7PSC PLN7IDP PLN7PTS
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 Outcomes		Relevant modules
C7.1	Produce simple, annotated drawings to convey site and building plans, freehand or digitally, and demonstrate mapping skills.	PLN7RDA PLN7PSC PLN7IDP
C7.2	Competently use standard industry software packages, demonstrating digital planning skills to undertake, feasibility studies, valuation, and development appraisals.	PLN7RDA PLN7VAP PLN7IDP
C7.3	Create a viable masterplan, or draft a development brief, that accommodates the financial and deliverable resources available.	PLN7PPP 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.	PLN7PPP PLN7RDA PLN7PSC

Learning Outcomes		Relevant modules
		PLN7PTS
C7.5	Critically evaluate the role of professional codes, standards, and ethics in the practice of planning, real estate, and development.	PLN7VAP PLN7PPP PLN7IDP

D - Key / Transferable skills

Learning Outcomes		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 relevant media forums to develop and demonstrate collaboration and team working skills.	PLN7RDA 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 PLN7PPP PLN7RDA PLN7PSC PLN7RSS 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 PLN7PPP PLN7RDA PLN7PSC PLN7IDP PLN7ADP

Delivery Structure for part-time study route

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Credits	Module Name	Level
PLN7PCG	20	Planning Concepts, Context, and Governance	7
PLN7PTS	10	Planning Theory and Systems Thinking	7
PLN7VAP	10	Valuations for Planners	7

Year 1, Semester 2

Module Code	Credits	Module Name	Level
PLN7PPP	20	Planning Policy and Practice	7
PLN7RDA	20	Real Estate and Development Appraisal	7
PLN7IDP	10	Introduction to Digital Planning and Artificial Intelligence	7

Year 2, Semester 1

Module Code	Credits	Module Name	Level
PLN7RSS	10	Research Skills	7
PLN7ADP	20	Applied Digital Planning in the Built Environment	7
PLN7PSC	20	Placemaking for Sustainable Communities	7

Year 2, Semester 2

Module Code	Credits	Module Name	Level
PRJ7IRP	40	Independent Research Project	7

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.

PLN7PTS Planning Theory and Systems Thinking

This module explores the evolution of urban planning thought and integrates systems thinking as a key framework for understanding the interconnectedness and complexity of urban environments. Students will critically engage with planning theories, such as rational, advocacy, and communicative planning, and examine how these theories shape decision-making in dynamic and interconnected urban systems. Through the lens of systems thinking, students will explore urban planning as part of a broader system of systems, linking social, economic, political, and environmental dimensions. The module emphasises the value of holistic, integrated approaches to planning, incorporating feedback loops, interdependencies, and unintended consequences into planning processes. By the end of the module, students will have a deep understanding of the theoretical foundations of urban planning and the ability to apply systems thinking to address contemporary challenges, such as sustainability, equity, and resilience.

PLN7VAP Valuations for Planners

This module enables students to be able to understand the need for valuations, the valuation process for a range of property types and the principal valuation approaches required for market valuations and compensation claims in cases of compulsory purchase. That knowledge, combined with an understanding of the *RICS Valuation - Global Standards*, the *RICS Rules of Conduct* and *Valuer Registration*, will enable students to understand how valuers are obliged to act ethically and professionally in providing valuation advice. Various methods of valuation are reviewed and a critical reflection of these methods is also developed to understand the limitations of the valuations that may be reviewed.

PLN7PPP Planning Policy and Practice

This module introduces students to planning policy 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 Strategic Development Strategies, 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.

PLN7IDP Introduction to Digital Planning and Artificial Intelligence

This module introduces students to the transformative role of digital technologies, data, and artificial intelligence in the planning and delivery of the built environment. Students gain a conceptual and practical grounding in key digital tools and AI concepts, including geospatial platforms, digital twins, and machine learning. The module explores how these tools are beginning to reshape planning decision-making, infrastructure systems, and professional roles, while critically examining the regulatory and ethical frameworks that guide their use. Emphasis is placed on building students' confidence in digital thinking, spatial data analysis, and understanding real-world urban challenges such as sustainability, mobility, and housing.

PLN7RSS Research Skills

This module will enable students to develop the research skills required to navigate the ever-changing flow of socio-political planning discourse from academia, practice and the public, whilst informing their own approach to research. Operational practices around how others undertake research and its dissemination, alternative approaches, drivers and motivations, along with sources used for supportive evidence, 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 required to complete study of this module prior to undertaking the Independent Research Project (PRJ7IRP).

PLN7ADP Applied Digital Planning in the Built Environment

This applied module builds on foundational knowledge of Introduction to Digital Planning and AI module, enabling students to critically evaluate, use, and implement digital tools in complex planning and infrastructure contexts. Through a series of real-world challenges, students apply methods such as predictive analytics, digital twins, scenario modelling, and collaborative digital platforms to plan-making and infrastructure management. The module examines emerging technologies and regulatory frameworks, focusing on ethical and resilient digital practice across housing, transport, water, and energy systems. By the end, students will be confident digital practitioners equipped to deliver inclusive, data-informed, and technologically enabled urban solutions.

PRJ7PSC 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, delivery methods and techniques that inform the design and delivery of a consensus-based spatial strategy for a new town, urban extension, or a master planned community.

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.

University of the Built Environment Competence Standards

All undergraduate and postgraduate students are expected to meet the basic academic competencies laid out in the admissions criteria for their degree programme. Additionally, University of the Built Environment students are expected to meet the following competency standards:

1. **Competence Standard**: The ability to work independently and/or as part of a team, for the purposes of research, collective problem solving and communication of results/findings.

Justification: Professionals in the built environment are required to work with a variety of stake holders to achieve joint and individual targets. University of the Built Environment graduates should be capable in both settings

2. **Competence Standard:** The ability to exercise self-learning and use acquired theoretical and practical knowledge.

Justification: Students in higher education are required to engage in self-directed learning to achieve learning outcomes. Support is available from University of the Built Environment to acquire these skills.

3. **Competence Standard:** The ability to effectively present key facts, ideas, problem solutions, results etc. using verbal, expressive, and/or written communication.

Justification: Professionals within the built environment sector are required to present information to colleagues, clients, and other stakeholders in a variety of formats. University of the Built Environment graduates should be able to display these skills.

4. **Competence Standard:** The ability to submit work within agreed time frames.

Justification: Working to deadlines is a key requirement of professionals in the built environment. University of the Built Environment courses have a maximum period of registration that must align with accrediting PSRBs.

5. **Competence Standard**: The ability to use digital resources as an aid to research, analysis, problem solving and presentation.

Justification: University of the Built Environment's delivery method is entirely online with no physical campus. Support is available to assist with use of digital resources.

6. **Competence Standard:** The ability of learners to express and develop ideas using digital literacy in English.

Justification: University of the Built Environment is an online institution based in the UK. Students must have the ability to communicate in English through University of the Built Environment's online platforms.

7. **Competence:** The ability to critically interpret qualitative and/or quantitative data

Justification: Built environment professionals are required to handle both qualitative and quantitative data. University of the Built Environment's assessments also require critical interpretation, support is available to develop these skills.

8. **Competence:** Knowledge of the general principles and practices of professional codes of conduct.

Justification: University of the Built Environment courses are accredited by RICS, CIOB and CABE*. Students seeking professional accreditation are also advised to consult the relevant PSRB which identifies key competencies for various levels of professional competence.

**MSc Urban Planning is accredited by RICS only*

Learning, Teaching and Assessment

Learning and Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the University-wide Learning, Teaching and Assessment Strategy (LTAS). 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.

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.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme.

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.

In the Independent Research Project module, self-directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

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

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.

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 discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects though

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 solving. Engagement with the University of the Built Environment learning community develops communication and collaboration skills. Additional support for transferrable skills is delivered via the joint programme webinars delivered to the student throughout the year. Students also have the opportunity to develop transferrable skills through 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.

Assessment

The assessment strategy for the programme is guided by the University of the Built Environment-wide Learning, Teaching and Assessment Strategy (). The aim of University of the Built Environment'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 clearly related to module learning outcomes and the activities within the module support students in achieving these.

University of the Built Environment's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that 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 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 PLN7PSC are 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 are 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. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to award is subject to moderation policies. Moderation at University of the Built Environment is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate 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)
- 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 module (PLN7RSS) prior to undertaking the Independent Research Project (PRJ7IRP).

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 the University 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 University 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 the University of the Built Environment.

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 the University of the Built Environment's VLE and academic facilitation and support is provided online giving student's access to the University Lecturers and other students worldwide.

The Education team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other the University administrative teams provide support for assessments and technical issues including ICT. University of the Built Environment's VLE 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 online materials to support their studies. International students are able to use their local context when writing their assessments.

The Academic Support and 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 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 University of the Built Environment.

Workplace apprenticeship support and apprenticeship support from the University

Students who 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 the University, 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 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, the University 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.

The University of the Built Environment 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 University of the Built Environment e-Library is on a 24/7 basis and the University has a full-time e-Librarian during normal UK working hours.