

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Arts with Honours - Urban Planning and Design • Bachelor of Arts with Honours - Urban Planning and Design with Professional Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Arts (BA) - Urban Planning and Design • Diploma of Higher Education (Dip HE) - Urban Planning and Design • Certificate of Higher Education (CertHE) - Urban Planning and Design
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Subject Benchmark Statement for Town and Country Planning 2019
Professional statutory or regulatory body	Royal Town Planning Institute
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • BA Urban Planning and Design FT, Full-time, September start - 3 years standard length with an optional year placement
Valid for cohorts	From 2024/5

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

This course will help you to build a professional career in urban planning and design, taking an active role in shaping climate resilient, inclusive, and healthy cities. We offer a truly cross disciplinary experience bringing together urban design; urban, landscape and environmental planning; architecture; economics of cities, emphasising the role of urban design as an exploratory process to create sustainable cities. The course provides ways of understanding the processes of city transformation and city climate mitigation and adaptation, and enable you to reimagine them creatively. It gives you skills in how to manage cities sustainably, how to design their diverse built environment, and how to enhance the lives of those who inhabit and work in them. As such it meets the requirements of the Royal Town Planning Institute (RTPI) enabling the initial significant step to certification as a Chartered Town Planner. This will give you the authority and confidence of an established profession that has international recognition.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

There is currently a buoyant employment market for professional urban planners and designers in the public and private sectors in the UK and internationally. There is a particular demand from employers for planners who have a good understanding of design issues, capable to work in collaborative and interdisciplinary practices. The course will provide support to facilitate tailored work experiences, in particular with the introduction of two work placements respectively at level 4 and 5, and offering an option professional or international placement between level 5 and 6.

On successful completion of the course students will have realised the learning outcomes of the Royal Town Planning Institute's requirements for initial spatial planning education. In order to become members of the RTPI they will need to complete

- a Masters Degree with RTPI accreditation as a specialist course,
- two years in practice, and
- pass the RTPI's Assessment of Professional Competence.

The University of Westminster currently offers an MA Urban Design, which has RTPI specialist accreditation. Moreover, it offers two fully accredited courses: MA in Urban and Regional Planning and MA International Planning and Sustainable Development.

The BA Urban Planning and Design is designed to promote the development of the University of Westminster's five graduate attributes: critical and creative thinkers, literate and effective communicators, entrepreneurial, global in outlook and engaged in communities, and socially, ethically and environmentally aware.

Critical and creative thinkers

Creativity and critical thinking are key to the practice of urban planning and design. Developing critical thinking extends and often challenges previous academic experience and cultural expectations. During the course students will discuss and critique theory and practice. Case studies and projects reflecting real world situations will be used to develop strategic thinking, problem solving skills, and design skills.

Literate and effective communicators

Our graduates will need good written, oral and graphic communication skills in their professional lives. Students will learn to develop coherent evidence based arguments, and to use a range of media to present policy, planning and design proposals. Graduates will need to be digitally literate and proficient in the use of a range of software. They will need to be able to listen and respond to both members of diverse communities and fellow professionals. As the course progresses students will learn how to develop strategies to communicate to varied audiences.

Entrepreneurial

Our graduates will need to be able to operate effectively in a competitive business environment. They will learn to understand the role of different stakeholders in the urban development process, and they will develop skills to implement suitable urban planning and design strategies. They will also develop suitable transferable skills to adapt themselves in a changing professional environment. As their studies progress, students will become more outward looking and engaged with practice. They will experience and evaluate work environments, and use these experiences to develop and manage

their careers.

Global in outlook and community engaged

Our graduates will need to be aware of the impacts of global issues, such as climate change, public health crisis, loss of biodiversity, on urban transformations, and of the finite nature of global resources. They will also need to understand the importance of effective community engagement to sustainable development. The development of this attribute will be embedded in our teaching activities and intrinsic to our students' learning. The course will explore literature and case studies that investigate the planning and implementation of development in a range of different international contexts. Projects will enable students to investigate the needs of communities and develop practical proposals to meet their needs. The course will include a project linked to an international field trip.

Socially, environmentally and ethically aware

An understanding of sustainability is crucial for professional planning practice and will be developed throughout the course. Students will debate different strategies to address the challenges of climate change and to realise sustainable development, and consider how planning and design proposals can most effectively promote environmental and social sustainability as well as economic prosperity. Students will also discuss the ethical standards that are required of professional planners.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.1 Identify and discuss basic environmental, social, economic, institutional aspects of city planning at different scales and in different international contexts. (KU GA PPP)
- L4.2 Demonstrate an understanding of histories and theories of architecture and urban design and its implication on the evolution of building types and the urban form in different cultural contexts. (KU GA PPP)
- L4.3 Identify design opportunities in an urban context and develop imaginative, policy-relevant and critical small-scale design interventions based on the concept of sustainable urbanism. (GA PPP)
- L4.4 Demonstrate a basic competence of the skills and competences necessary for the practice of urban planning and design. These will include report and essay writing, representation skills (drawing, digital and model making, mapping, photography), layout and presentation skills, stakeholders analysis and advocacy, group working. (KU GA PPP KTS CS)
- L4.5 Reflect on the role of design as a tool to address urban transformation in an innovative way, addressing, at the same time, issues of climate change, inclusion, loss of biodiversity, public health. (KU GA KTS)
- L4.6 Critically synthesise and deploy the knowledge and skills gained throughout the year and be able to communicate them effectively orally and visually. (GA PPP KTS)
- L4.7 Develop awareness of key challenges faced by planners and designers in the context of interdisciplinary and collaborative professional practice. (GA PPP KTS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.1 Demonstrate knowledge and understanding of the economic functioning of cities, and the role of professionals in implementing strategic planning policies for sustainable city development. (KU GA PPP)
- L5.2 Develop a landscape, environmental and urban design strategy for promoting sustainable development, assessing their impact in mitigating and adapting to climate change and reducing the loss of biodiversity in an urban environment, following the principles of climate urbanism. (KU GA PPP)
- L5.3 Understand the challenge of urban heritage and landscape conservation, be able to carry out a character appraisal of an area with historic built form; identify opportunities and make propositions for sustainable change. (KU PPP KTS)

- L5.4 Demonstrate an understanding of the institutional challenges of city development in different international contexts, including patterns of land ownership, private and public finance, and different stakeholders active in the built environment. (KU GA PPP)
- L5.5 Critically evaluate the histories and theories of architecture and urbanism and their inter-relationship with design practices in different cultural contexts. (KU)
- L5.6 Develop planning and design briefs to meet the needs of different users, presenting and communicating effectively an analysis of a site and different scenarios of sustainability. (KU GA PPP)
- L5.7 Experience and assess practices and professional roles in urban planning & design. Develop, at the same time, readiness to work in the built environment industry, and associated fields (environmental consultancy, heritage conservation; landscape-related practices, NGOs, international organisations, social enterprises, and so on), while improving key transferable skills such as communication skills and outwork looking focus, the ability to work independently and self critically, the ability to work in teams to engage in collaborative problem solving. (PPP KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.1 Designing a research project, setting up feasible objectives and research questions, developing a critical understanding of a particular urban design and planning issue, and demonstrating ability to conduct qualitative and quantitative research. (KU GA PPP KTS)
- L6.2 Be able to critically understand key environmental, social, economic, institutional aspects of city planning and design to achieve sustainable, climate resilient, inclusive and healthy cities. (KU GA)
- L6.3 Develop and critically evaluate alternative urban design strategies for promoting sustainable development, critically evaluating the planning opportunities and constraints of your proposal, assessing its overall impact social, economic and environmental impact. (KU GA PPP)
- L6.4 Critically analyse the political and ethical nature of spatial planning and urban design, discuss consultation and accountability to clients and the wider public, elaborate the potential of interdisciplinary practice. (KU GA PPP)
- L6.5 Make effective oral presentations of your work, and produce academically sound written work to graduate level standard. Communicate key summary points of your proposals taking into account the diverse nature of your audience. (GA PPP KTS)
- L6.6 Demonstrate advanced knowledge of different representation methods, reflecting on how your creative planning or design solution responds to the local urban context, the needs of a diversity of users and promotes sustainability. (KU GA PPP KTS)

How will you learn?

Learning methods

The learning methods are very diverse and integrated, successfully combining different approaches, with an emphasis on project-based learning practices. Overall students will be exposed to lectures, seminars, workshops, presentations, charrettes, site visits, field trips, design studio tutorials, and work placement experiences (including the possibility of a one year placement). Project-based activities such as studios are generally taught on-site, utilising the facilities of our campus, while forms of hybrid learning (blended on-line and on-site) will be explored to maximise the benefits of both systems. Students will also engage in private study to critically reflect on the overall learning experience.

Learning strategy:

- **Lectures** and **Seminars** are an important part of most modules. Students learn through lectures new ideas and knowledge, and their application to the analysis and solutions of practical problems in the urban realm. Moreover, working in small groups during seminars they will be encouraged to discuss and critically reflect on both theory and practice.

- **Workshops** will provide students with the opportunity to develop practical skills through guided exercises. They are embedded in theory based modules and in city design studios;

- **Project work** is an integral part of the course, and will invariably be based on real-life, current issues and cases, with particular emphasis on community engagement practices. Projects may be undertaken on an individual or group basis, and are used to develop design skills, to integrate ideas in a realistic context, and to develop research, management and study skills. Projects are generally developed in the so called **City Design Studios** and will involve practical **workshops, presentations** by staff and students, regular **reviews** of work in progress, interim and final **crits**.

- **Tutorials** are used when individual or small group contact is needed. Tutorials are an essential part of group and individual projects and of dissertation supervision. They may also be used to provide guidance on specific problems. -

- **Field Trips** and **Study Visits** provide opportunities to learn from real world problems, examining planning, urban design and architecture issues at first hand, discuss them with practitioners and to apply theories and skills in practical circumstances. The course includes a 5-days field trip, and a number of one-day study visits. Field trips and study visits might be associated with projects.

- **Work Placements** provide opportunities to test how the industry operates at level 4 and 5, while a non compulsory one year placement opportunity is offered after completion of level 5 modules;

- **Private study** is an essential part the learning process, which includes reading, researching, managing project work, and writing, revising and producing assignments. You will be therefore expected to make full use of our libraries and the Project Support Centre. We will help you develop the skills you need to identify, select and interpret information, and you will be expected to study increasingly independently as the course progresses.

Teaching methods

A variety of teaching methods are employed:

- **Core theories of urban planning and design** are taught through lectures, seminars, and supported by individual and group tutorials.

- **City Design Studios** are the core of our teaching. Students are taught through studio discussions, seminars, individual and group tutorials, and workshops, all focused on supporting students with the development of their project work. This is complemented by studio visits to sites, practices, community groups, and related events. Formative assessment is provided across the semester and key interim and final review are meant to stimulate critical reflection on the project development.

- **Skills and competences for planners and designers** are taught through key lectures, and mostly through workshops to enable students to develop their oral and graphic skills and to receive immediate feedback;

- **Professional Practice** is taught through lectures, workshops with guest practitioners, visits to practices, engagement with RTPi and other relevant professional bodies and practices. Work placements and a year long placement module are available during the study experience.

Assessment methods

The assessment of student work will include presentations in seminars, essays, different types of reports, case studies, sketchbooks, and the development of urban planning and design portfolios. Formative assessment is provided along the semester. Internal moderation will ensure equity in marking and external examiners ratifies grades at the end of the academic year to ensure to meet national standards. Project modules will assess learning outcomes introduced in other modules. Core modules will not include examinations or in-class tests.

Equality Diversity and Inclusion

EDI policy: The course team is fully committed to enabling a supportive and safe learning environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable. Through the School of Architecture and Cities Equity Plan the course is implementing the University's Equality, Diversity and Inclusion Policy and its EDI Strategy 2021-25.

We are proud of our diverse student body in the school and see this diversity as one of our strengths, as a school, and an important factor in attracting applicants. Diversity therefore features in our teaching and assessment styles, in the student voice and student representation and in the school community and societies.

Admissions

We support and encourage applications from students from the broadest possible range of backgrounds. The admissions team look for interest and passion for the subject as much as creative skills and academic achievement.

Teaching and Learning Support

We welcome students' broad range of backgrounds, educational experiences, and prior knowledge, skills and interests, and value the creative contribution these bring to their design work. Furthermore, students can engage with their own perspectives through a range of essays writing, and especially during their final dissertation when they will chose their research topic of interest. We are actively broadening our reading lists in all modules to capture a variety of voices especially from under represented groups. City Design Studios reflect on London's cultural diversity stimulating reflections on how to built inclusive cities.

We are aware of a number of students' disabilities. The Disability Learning Support team provide advice and guidance to students and we work closely with them to adapt assessments and teaching formats to better meet the needs of our diverse student body. The laptop loan scheme, peer mentoring and peer support for learning are schemes which are already well established in the school.

Assessment

We use a range of assessment styles and techniques, and assess a broad range of skills and knowledge, to promote an inclusive academic environment. Class materials are shared on Blackboard in advance of class and remain available afterwards, and key lectures are recorded on Panopto wherever possible. Assessments are 'authentic' wherever possible, being modelled on real-world examples and test skills and knowledge useful in the professional practice. Feedback and marks are provided after each assessment and offer constructive criticism and advice on ways to improve, including during work experiences.

Preparing students for graduate employment

Through key modules, employability sessions, and guests lectures from practice, we support students' access to professional networks and into employment, and recognises professional bodies aims in nurturing a more diversity and inclusive industry.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	L4.1, L4.3, L4.4, L4.5, L5.2, L5.5, L6.1, L6.2, L6.3, L6.6
Literate and effective communicator	L4.2, L4.3, L4.4, L4.6, L5.1, L5.4, L5.6, L6.2, L6.5, L6.6
Entrepreneurial	L4.7, L5.1, L5.6, L5.7, L6.4
Global in outlook and engaged in communities	L4.1, L4.5, L5.4, L5.7, L6.4, L6.5
Socially, ethically and environmentally aware	L4.1, L4.2, L4.7, L5.2, L5.6, L5.7, L6.1, L6.4, L6.5

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

University of Westminster courses capitalise on the benefits that London, as a global city and as a major creative, intellectual and technology hub, has to offer for the learning environment and experience of our students. A number of level 4 modules will focus on studying contemporary issues, planning policies, urban form and development in London.

Module Code	Module Title	Status	UK credit	ECTS
4ARCH008W	CC1: A History of Architecture	Core	20	10
4PLAN004W	City Design Studio 1	Core	40	20
4PLAN002W	Contemporary Issues in City Planning and Design	Core	20	10
4URDE003W	Introduction to Design and Skills	Core	40	20

Level 5

You will be able to choose one 20 credit Westminster Elective from a list of modules at levels 5 and 6.

For further information you can contact the course leader.

Module Code	Module Title	Status	UK credit	ECTS
5ARCH006W	CC2: Architectural History & Urbanism	Core	20	10
5PLAN005W	City Design Studio 2	Core	40	20
5URDE003W	Economics of Cities	Core	20	10
5URDE002W	Urban Heritage and Townscape Conservation	Core	20	10
		Elective	20	10

Additional Year

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5URDE004W	Urban Planning & Design Placement Year	Option	3	120	60

Level 6

You will be able to choose one 20 credit Westminster Elective from a list of modules at levels 5 and 6.

For further information you can contact the course leader.

Module Code	Module Title	Status	UK credit	ECTS
6PLAN005W	City Design Studio 3	Core	40	20
6PLAN004W	Research Report	Core	20	10
6URDE001W	Resilient and Healthy Cities	Core	20	10
6PLAN003W	Work Experience and Professional Practice	Core	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The BA Urban Planning and Design is accredited by the Royal Town Planning Institute (RTPI) as a spatial degree.

Course management

The management structure supporting the course is as follows:

- The Course Leader(s) is responsible for all aspects of the day to day running and overall management of the course and development of the curriculum and its delivery;
- The Head of School holds overall responsibility for the course, and for the other courses offered by the School of Architecture and the Cities
- The Head of College holds overall responsibility for the course and for all other courses run by the College of Design, Creative & Digital Industries.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to

evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©