1.	Awarding Institution:	University of Newcastle upon Tyne

2.	Teaching Institution:	University of Newcastle upon Tyne

3.	Final Award:	BA Hons

4.	Programme Title:	Town and Country Planning

5.	Programme Accredited by:	Royal Town Planning Institute

6.	UCAS Code:	K400

7.	QAA Subject Benchmarking Group(s):	Town and Country Planning

8.	Date of production/revision:	November 2004

9.   Programme Aims:

The aims of the programme are to equip students with a coherent understanding of Planning that enables them to grasp the theoretical foundations of the discipline: the linkages between theory and practice; develop techniques of analysis and enquiry appropriate to finding solutions to planning problems; and an appreciation of the professional roles and responsibilities of planners in society.

Graduates from the professionally accredited programme (BA followed by Dip TP) will be capable of proceeding into practice as a Town Planner or into a related built environment profession or of following a research career. Those students who leave following completion of the BA will take with them a range of transferable skills which will equip them to follow a variety of career paths: the exercise of initiative and personal responsibility; decision making in complex and unpredictable contexts; and the learning ability needed to undertake further professional training.

10(a) Programme Intended Learning Outcomes:

The learning outcomes of the programme are that typical students should be able to:

A   Knowledge and understanding

1   Demonstrate understanding and insight in the subject and be able to make connections between different areas of the curriculum.

2   Evaluate arguments for planning as a form of action within processes for change.

3   Evaluate political, legal institutional and administrative frameworks and procedures in planning.

4   Demonstrate an understanding of the complexities of planning issues and problems.

5   Demonstrate an understanding of theory and make appropriate connections between theory and practice.

6   Demonstrate a critical understanding of values and ethics in planning.

B   Subject-specific/professional skills

1   Formulate and propose cogent policies, strategies and courses of action as responses to planning problems.

2	Evaluate and effectively utilise a variety of plan and policy making methods and processes.	
C	Cognitive skills	
1	Define and analyse problems effectively and appropriately.	
2	Develop research skills and experience in the context of the School's research interests.	
3	Make effective use of evidence and information.	
4	Articulate reasoned arguments.	
D	Key (transferable) skills	
1	Effectively and fluently communicate information, ideas, principles, arguments and proposals through written, graphic, oral and electronic means, and demonstrate effectively ,written, numeracy, oral, IT and literacy skills.	
2	Work effectively individually and in groups.	

10(b)	**Programme Intended Learning Outcomes:**	**Teaching and Learning Methods and Strategies**
A	Knowledge and understanding	
	The primary means of conveying knowledge and understanding is through	

lectures (A1-6). The large scale use of 2 hour teaching blocks enables these lectures to be interactive and often in workshop mode. In addition there is a strong emphasis on presentations through seminar presentations either singly or in groups (A1, 3 and 6) and A4 is taught partly through project work with students working on specific planning problems. Throughout the course the students are expected to supplement their classroom work with independent reading. In addition, the undergraduate programme is now almost wholly supported with material on Blackboard. In attaining A3 and 4, students undertake independent research with regular supervisions from staff.

B   Subject-specific/professional skills

Subject-specific skills are introduced and developed through project work where students work in teams to problem solve and to present ideas for action. Students are encouraged and expected to undertake field-work to develop their skills.

C   Cognitive Skills

Cognitive skills are developed through research projects (B1 and 2); supervisions (B1, 2 and 4); group project work (B3); teaching of statistical packages (B3) and study skills sessions. Students are expected to undertake independent research having framed their own research questions. The emphasis in cognitive skill development is to learn by doing.

D   Key (transferable) skills

Transferable skills are well embedded in the programme and are taught and developed in seminars, project work, training in statistical packages and study

skills group tutorials (D1 and 2). In addition, the ability to work effectively in groups is developed through project work in the junior years of the programme and through seminars in third year.   This development of transferable skills is encouraged through course work (D1 and 2) and through group activities such as project work and field trips.

| 10(c) | **Programme Intended Learning Outcomes:** | **Assessment Strategy and Methods** |

A <u>Knowledge and Understanding</u>

Knowledge and understanding of subject are tested in a variety of ways. Generally these are assessed through course work or unseen written examination (A1-6) but not both. Course work tests ability to research and reflect on material often gained largely in private study, while unseen examinations test ability to bring together material from the whole module in succinct arguments.

B <u>Subject-specific/professional skills</u>

These skills are tested in project work presentations.

C <u>Cognitive skills</u>

Cognitive skills B1-4 are largely assessed through course work including essays and reports (B1 and 3), the production of a research outline, dissertation (B2), project work based on field work (B2); group presentations (B3); seminar papers (B4). B4 is also tested in the junior years particularly by unseen written examination.

D   Key (transferable) skills

      Assessed by unseen examination, essay writing, report writing, seminar papers, application of statistical tests to problems and dissertation. D2 is assessed through project work and group presentations.

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11   Programme Curriculum, Structure, and Features:

Please see Annex 1 for this section.

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12   Criteria for Admission:

GCSEs required

Candidates are expected to have GCSE Maths

A-Level Subjects and Grades

Candidates are expected to have achieved BCC from "A" level examinations (this is likely to rise to BBC in future years).

Scottish Highers

Candidates with Scottish Highers should have achieved BBBB and combinations of Highers and Advanced Highers are accepted

Alternative entry qualifications

The course recruits from the Partners Programme and welcomes applications from non-traditional candidates who will be judged on an individual basis

Appropriate overseas qualifications will be considered

Admissions policy

The main criteria for admission is that the student should be capable of achieving the learning outcomes of the degree. This is assessed either from evidence of previous examination success, via interview or both. All students who are offered a place will be invited to an Open Day.

Arrangements for non-standard entrants

Where practicable, the student would be interviewed prior to being offered a place. All students who are offered a place will be invited to a University and School Open Day.

Overseas students are expected to provide evidence of their competence in the use of English.

Any Additional Requirements

None

| 13 | Support for Students and their Learning: |

Induction

A week-long Induction programme for first year students introduces them to the University, the School, the Town Planning discipline and to each other. Bus tours and walkabouts followed by discussion sessions introduce students to ways of working and team-work. Social events give students an opportunity to meet staff and form relationships.

One day inductions for second and third years introduce these students to the year's work and give an overview of the learning outcomes

Study skills support

In the first semester of Stage 1 there is a planning study skills module that develops students as independent learners and researchers. Workshop classes are followed up by small group- work with individual staff members where students can discuss their skills in finding information, reading statistics, time management, essay writing and referencing.

Academic support

Academic staff encourage all students to make appointments to discuss their work or to discuss via e-mail. During the second semester of year 2 presentations are made of options to be offered in the coming year. Students are encouraged to talk these choices through with their year tutor and/or Degree Programme Director. In third year students are expected to meet with their dissertation supervisor on a fortnightly basis to discuss process. Surgeries are held with third year students to encourage them to consider their choices for the next year; specifically their decision to take the Diploma or move to another career.

Pastoral support

The personal tutor system is carried out by the year co-ordinators who meet with all their students three times a year. The first meeting is in week 3 of semester 1 focuses on settling in; the second on talking through semester 1 results and the third is an opportunity to review the year's work and reflect where appropriate on future choices. In addition academic staff encourage students to talk through their problems whether personal or academic. Full year group meetings are also held at the beginning of each semester.

Support for Special Needs

The University and the School is committed to developing an environment in which students with disabilities can pursue their intellectual and personal development with appropriate central and School support services. It is the policy of the University that all applicants for programmes of study are considered first and foremost on grounds of academic and individual merit and, in respect of applicants who are disabled, every possible effort is made to overcome any factors which might prevent them from undertaking a programme of study or research for which they have been approved under normal admissions arrangements. The policy is made clear to potential applicants in the University Prospectuses and reinforced in Degree Programme Handbook which is given to all students at registration.

The Disability Support Service is a confidential advice and information service for disabled students and applicants. The people they work with include those who:

* Are dyslexic or have another Specific Learning Difficulty.
* Have a medical condition, e.g. RSI, diabetes, epilepsy, M.E., arthritis.
* Are only able to walk short distances.

* Have mental health difficulties.
* Have autistic spectrum disorder/Asperger's syndrome.
* Use a wheelchair or other equipment.
* Are Deaf or hard of hearing.
* Are blind or partially sighted.

The Disability Support Service:
* Co-ordinates services for disabled students.
* Talks with students about their support requirements.
* Organises assessments of study support requirements.
* Gives on-going support to enable effective study.
* Assists in applying for the DSA (Disabled Students' Allowances).
* Talks with tutors about appropriate support.
* Liaises with Examinations Office about exam arrangements.
* Works with the Support Worker Service for the provision of appropriate support.
* Liaises with other services for more specialist help and advice.
* Advises on accommodation issues.
* Organises training for university staff on disability issues.

More specialist assistance:
* Advise on screening and assessment for dyslexia and other Specific Learning Difficulties.
* Provide one-to-one tuition and support for improving skills in organisation, essay-writing, note taking, reading and revision.
* Give information and advice on equipment and software from a Technical Support Adviser.
* Assist in locating support workers, including communication support workers, BSL/English Interpreters, note takers, lip speakers, transcribers.

Contact details:
Telephone: 0191 222 7623   Text phone: 0191 222 5545
Fax: 0191 222 5539   E-mail: disability.support@ncl.ac.uk

www.ncl.ac.uk/disability.services/

Library services

The School has a Resource Centre located in the Robinson Library. The Resource Centre also has CD Rom and IT links to the main University catalogue. The main stock of texts is also housed in the Robinson Library, although many information sources, including access to academic Journals are available online from all computer clusters.

Computing

Students are registered users on UCS servers and this also gives general access to other UCS clusters of networked PCs or workstations. This provides a base level of word processing, spreadsheet software and Internet access.

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14   Methods for evaluating and improving the quality and standards of teaching and learning:

There is a commitment to continuous improvement and to this end and in line with QAA requirements the following methods are used to evaluate teaching and to raise quality.

Module reviews

Modules are reviewed by the module leaders in the light of student feed back. Issues which arise and are likely to result in modifications to the module are discussed at the Planning Board of Studies. Proposed substantial changes to the module are also

discussed at the Board of Studies before being passed to Faculty.

Programme reviews

One week each year is given to reflection by academic staff on the year's work ad the shaping of the programme for the following session. Changes arising are taken to the Board of Studies on which there are student representatives from the Planning Staff Student Committee.

External examiner reports

External Examiners are encouraged to produce detailed reports following the Examination Board. Their comments are considered by the Degree Programme Director who prepares a report for the autumn Board of Studies. Following discussion and possible amendment, the report is then sent to the Faculty Teaching and Learning Committee.

Accreditation reports

Accreditation by the Royal Town Planning Institute is undertaken on a quinquennial basis by a visiting panel comprising academics and practitioners. There is also a mid point review undertaken by the "dialogue person", appointed by the Institute and the Institute's Director of Professional Standards. These are available for inspection.

Note: There is a Planning Advisory Group that meets on an annual basis to discuss issues of planning education and student entry into the profession. The group comprises senior planning officers from local government, planning consultants and representatives from the Government Office North East.

Student evaluations

Following the completion of each semester's work, students are asked to complete individual module assessment forms. At present these are individually tailored to learning outcomes for each module. Following the analysis of these forms, the Degree Programme Director collates the action points produced by each module leader and these are disseminated. Results of student evaluation are sent to Planning Staff Student Committee.

Feedback Mechanisms

A meeting of the Planning Staff Student Committee is held at least once each semester. The meeting is chaired by a student and the agenda is student controlled. Year representatives come to the meeting with issues and receive answers from academic staff. Issues affecting a wide rage of students are taken to the School Staff Student Committee.

Faculty and University Review Mechanisms

The planning programme is reviewed on an annual basis by the University and the RTPI partnership board.

Board of Examiners

The examination board for the BA Town Planning is convened in June. It is made up of academic staff teaching on the programme and two external examiners – one from academia and one from planning practice. Prior to the board a special meeting (Scrutiny Committee/Moderation Board) is convened between the undergraduate

programme director, the director of planning programmes and the year co-ordinators to discuss any students who have had difficulties during the year arising from illness or personal problems. The results of this are sensitively minuted and sent to Registrars. At the Board of Examiners results are ratified for semester one and semester two.

The results for students re-sitting or taking exams for the first time in the summer are ratified at the Exam Board in September.

Planning Advisory Group

On an annual basis a meeting is held with the Planning Advisory Group to discuss issues for planning education with particular reference to the region. The panel is made up of local planning senior officers, planning consultants and representatives of government office.

Faculty Teaching and Learning Committee

University Teaching Committee

15   Regulation of Assessment

Pass Marks

In all modules the pass mark is 40%

<u>Course Requirements</u>

Students are required to pass all modules at Stage 1 before proceeding to Stage 2 and all modules at Stage 2 before proceeding to Stage 3

<u>Weighting of Stages</u>

Only work undertaken at Stages 2 and 3 counts to the final award

The average aggregate mark for the 10 Stage 2 modules contribute a weighting of 33.3% towards Honours performance, while Stage 3 modules contribute a weighting of 66.6%. Marks from Stage 3 are weighted as follows:

<u>Module</u>	<u>Credit Weighting</u>	<u>Contribution to Honours Award</u>
TCP303 Employment and Management	10	5.5%
TCP319 Planning Theory	10	5.5%
TCP321 Futures of Planning	10	5.5%
Option 1	30	16.5%
Option2	30	16.5%
Dissertation	30	16.5%

(note: Students must choose 2 Options from a list of modules although some of these

modules may not be offered in a given year)

Where a module has been failed at the first occasion of assessment and subsequently passed on re-examination, a mark of 40% is entered for the module.

Common Marking Scheme

Classification of award is in line with the University's Common Marking System ie:

70% or more   First class

60-69%   Second class upper division

50-59%   Second class lower division

40-49%   Third class

Less than 40%   Fail

Role of the External Examiner

Two examiners are appointed by Faculty Teaching and Learning Committee. One is a distinguished academic and the second is a senior planning practitioner. This reflects the balance of the programme between intellectual development for its own sake and the focus on reaching standards of excellence set by a professional body.

The role of the external examiners is to act as a moderator of standards, attend the Examination Board and to report to the University on comparability of standards.

16	**Indicators of Quality and Standards:**

Professional Accreditation Reports

Royal Town Planning (RTPI) Accreditation process. This is a quinquennial visit (most recent being 1998) with a smaller mid-point visit (the most recent being 2003).

Internal Review Reports

Employer Surveys: Immediately following the completion of the year's professional experience, the employer writes a confidential reference on the student. Although these reports form part of the assessment for the Diploma in Town Planning (the year of professional practice experience being the first year of this two year course) it is the first post graduation evaluation of a BA Town Planning student's work. These confidential reports are seen by the external examiners.

First Destination Surveys: Results of these indicate a high employability level of students leaving both the BA and the Diploma.

Internal evaluation is also now carried out by Internal Subject Review. Town Planning will be reviewed in 2004/5.

Previous QAA Reports

Planning gained 21 points in the 1997 QAA visit. The QAA process now assesses though an Institutional Audit as opposed to subject specific reviews – the first results from these are expected in 2005.

This specification provides a concise summary of the main features of the BA (Hons) Town and Country Planning programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

The University website – http://www.ncl.ac.uk

BA Honours in Town Planning K400

(i) Mapping Learning Outcomes

The learning outcomes of the programme are that typical students should be able to:

A - Knowledge and understanding
1. Demonstrate understanding and insight in the subject and be able to make connections between different areas of the curriculum.
2. Evaluate arguments for planning as a form of action within processes for change
3. Evaluate political, legal, institutional and administrative frameworks and procedures in planning
4. Demonstrate an understanding of the complexities of planning issues and problems
5. Demonstrate an understanding of theory and make appropriate connections between theory and practice.
6. Demonstrate a critical understanding of values and ethics in planning.

B - Subject specific/practical skills
1. Formulate and propose cogent policies, strategies and course of action as responses to planning problems
2. Evaluate and effectively utilise a variety of plan and policy making methods and processes.

C - Cognitive skills
1. Define and analyse problems effectively and appropriately
2. Develop research skills and experience in the context of the school's research interests
3. Make effective use of evidence and information
4. Articulate reasoned arguments

D - Transferable skills
1. Effectively and fluently communicate information, ideas, principles, arguments and proposals through written, graphic, oral and electronic means, and demonstrate effectively, written, numeracy, oral, IT and information literacy skills.
2. Work effectively individually and in groups

Key: CR (Core modules); CP (Compulsory Module); OP (Optional Module); I (Introduced); A (Assessed); P (Practised).

(ii) Curriculum and structure

Stage 1	Credit	Status	A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	D1	D2
TCP 113 - Urban & Regional Devl.	10	Cr	I/A	I/A											P/A	
TCP 103 - Planning Study Skills	10	Cr											I/A	I/A	I/A	I
TCP 114 - Planning Processes	10	Cr	I/A		I/A			I					I/A	I/A	P/A	
TCP 115 - Society & Culture	10	Cr						A/I					I/A	I/A	P/A	
TCP 116 - Reading the City	20	Cr	I/A						I/A	I/A	I/A	I/A			I/A	I/A
TCP 117 - Shaping Towns	10	Cr			I/A	I/A	I/A								P/A	
TCP 118 - Design Awareness & Communication	10	Cr					I/A								I/A	
TCP 119 - Economics of Development	10	Cr					I/A								I/A	
TCP 120 - Environment & Sustainability	10	Cr				I/A		I/A							P/A	
TCP 121 - Strategy Making for Urban Neighbourhoods	20	Cr	I/A	I/A	I/A	I/A			P/A	P/A	I/A		I/A	I/A	I/A	I/A

Stage 2	Credit	Status	A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	D1	D2
TCP 212 - Infrastructure Mobility& Society	10	Cr	P/A											P/A	P/A	
TCP 213 - GIS & Statistical Tools	10	Cr											I/A		I/A	
TCP 205 - Housing	10	Cr	P/A	P/A	P/A										P/A	
TCP 214 - Rural Planning	10	Cr	P/A		P/A	P/A									P/A	
TCP 215 - Urban Retail devl.	20	Cr	I/A		P/A	P/A			I/A	I/A	I/A	I/A	I/A		I/A	P
TCP 207 - Urban Regeneration	10	Cr	I/A		P/A	P/A	P/A								P/A	
TCP 206 - Urban Design	10	Cr	P/A				P/A	P/A							P/A	
TCP 216 Research Skills	10	Cr	P/A								I/A	I/A	I/A		I/A	
TCP 217 - Legal Framework for Devl Control	10	Cr	P/A		P/A	P/A								P/A	I/A	
TCP 218 - Planning in EU	20	Cr	I/A		P/A						I/A	I/A	I/A		P/A	P

Stage 3	Credit	Status	A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	D1	D2
TCP 321 - Futures of Planning	10	Cp & cr	P	P/A		P/A	P/A							P/A	P/A	P
TCP 319 - Planning Theory and Policy Analysis	10	Cp& cr	P/A	P/A	P/A			P/A	P/A	P/A				P/A	P/A	
TCP 303 - Employment and Management	10	Cp& cr											I/A	I/A	P/A	P
TCP 323 - Rural Planning	30	Op	P/A	P/A					I/A		I/A	P/A	P/A		P/A	
TCP 334 - Urban Regeneration	30	Op	P/A	P/A					I/A		I/A	P/A	P/A		I/A	
TCP 330 - Conservation of the Historic Env.	30	Op	P/A	P/A					I/A		I/A	P/A	P/A	I/A	P/A	P
TCP 326 - Equal Opportunities	30	Op	P/A	P/A					I/A		I/A	P/A	P/A	I/A	P/A	P
TCP 324 - Urban Design	30	Op	P/A	P/A					I/A		I/A	P/A	P/A	I/A	P/A	P
TCP 327 - Cities & New Technologies	30	Op	P/A	P/A					I/A		I/A	P/A	P/A	I/A	P/A	P
TCP 399 - Dissertation	30	Cp &cr	P/A					I/A	I/A		I/A	P/A	P/A	I/A	P/A	P