

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	As above
3	Final Award	Diploma Town Planning Diploma Town Planning (Urban Conservation)
4	Programme title	As above
5	Programme Accredited by: Royal Town Planning Institute Institute of Historic Building Conservation (urban conservation route only)	
6	UCAS Code	
7	QAA Subject Benchmarking Group(s)	None as yet
8	Date of production/revision	November 2004

9 Programme Aims:

Developing from an undergraduate degree in planning, the programme aims to:

1. develop an understanding of the values and ethics of working as a professional
2. enable students to develop depth of knowledge and/or skills in particular areas of town planning, underpinned by current and relevant research
3. develop both transferable and professional skills
4. develop research skills
5. allow students the possibility of spending one semester in another European country (not Diploma Town Planning (Urban Conservation))
6. meet the professional requirements of the Royal Town Planning Institute (and Institute of Historic Building Conservation for Diploma Town Planning (Urban Conservation)).
7. meet the appropriate criteria as laid down in the QAA's National Qualifications Framework
8. comply with University policy and QAA Codes of Practice
9. introduce students to professional practice and to obtain practice experience

Additionally, for Diploma Town Planning (Urban Conservation):

10. to equip students with a broad understanding of urban conservation that enables them to grasp the theoretical foundations of the discipline and the linkages between theory and practice
11. to conform with the spirit of the Education and Training Guidelines set down by the International Council on Monuments and Sites

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

1. Demonstrate understanding and critical thinking of planning as a form of action concerned with managing and creating space and place
2. Evaluate arguments for planning as a form of action within processes of change
3. Demonstrate an understanding of planning as a social science discipline and as a discipline that integrates concern with design and place, economic issues relating to development, environmental challenges and legal and institutional frameworks
4. Demonstrate an understanding of the political nature of decision-making in planning and the significance of diversity issues, stakeholder involvement and rights in the planning process
5. Demonstrate an understanding of the complexities of planning issues and problems and be able to integrate different areas of the curriculum
6. Demonstrate an understanding of theory and make appropriate connections between theory and practice.
7. Demonstrate a critical understanding of values, ethics and professionalism in planning
8. Demonstrate depth of knowledge in selected areas of planning

Additionally, for Diploma Town Planning (Urban Conservation):

9. Principles and philosophies of conservation, including its social role,
10. How the historic environment has evolved, the financial context and the legislative and policy framework within which apply to it,
11. Traditional construction and materials

B Subject-specific/professional 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

Additionally, for Diploma Town Planning (Urban Conservation):

3. Develop skills in researching, recording and analysing various elements of the historic environment

C Cognitive skills

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

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 information literacy skills.

2. Work effectively individually and in groups
3. Develop personal self-management skills such as setting priorities and time management

**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 (A 1-11). The general use of 2 hour teaching blocks enable these lectures to be interactive and often in workshop mode. In addition A2, 5, 8 & 11 are taught partly through project work with students working on specific planning problems. Throughout the programmes the students are expected to supplement their classroom work with independent reading. The programme is mostly supported with material on Blackboard. In attaining A2, 3, 5 & 8 Diploma students undertake independent research with appropriate supervision from staff

B Subject-specific/professional skills

Subject specific skills are introduced and developed through project work where students work in teams to solve problems and present ideas for action (B1-3). Students are encouraged and expected to undertake field-work to develop their skills.

C Cognitive skills

Cognitive skills are developed through research projects (C1 & 4); supervisions (C1, 3 & 4); group project work (C2); and teaching of computer packages for analysis (C2). Diploma 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 and project work (D1, 2 & 3). In addition the ability to work effectively in groups is developed through project work and seminars. This development of transferable skills is encouraged through course work (D1, 2 & 3) and through group activities such as project work.

**10(c) Programme Intended
Learning Outcomes:**

**Assessment Strategy
and Methods**

A Knowledge and understanding

Knowledge and understanding of subject are tested in a variety of ways. Generally these are assessed through course work or written examination (A1–11). In most cases there is one major assessment (coursework or examination) per module. Course work tests ability to research and reflect on material often gained largely in private study while examinations test ability to bring together material from the whole module in succinct arguments.

B Subject-specific/professional skills

These skills are tested in project work presentations and coursework.

C Cognitive skills

Cognitive skills C1–4 are largely assessed through course work including essays and reports (C1 & 2), project work based on field work (C4); group presentations (C2); seminar papers (C3). C3 is also tested by written examination.

D Key (transferable) skills

Assessed by examination, essay writing, report writing, seminar papers, application of statistical tests to problems, dissertation. D2 is assessed through project work (including peer evaluation of group projects) and group presentations.

11 Programme Curriculum, Structure, and Features:

The Postgraduate Diploma Town Planning is a two year course which builds on to core knowledge and skills developed during a three year undergraduate programme. The first year is normally spent in employment which the second year consisting of 120 credits, which may also be undertaken on a part-time basis.

The programme taken is dependent on the route taken, with TCP 902 The Reflective Practitioner and TCP827 Practice Issues Report being the only modules consistent across all routes. The emphasis is enabling students to development of specialist planning knowledge and skills in selected area(s) of study. This is possible both through the specialist modules of the individual route and through the student centred module of Practice Issues Report and their options. Within the Diploma Town Planning route, students are also able to specialise through the Linked Research Project and Consultancy Project.

Information on the programming of the following modules can be found in the programme handbook.

Diploma Town Planning (Stage 2): Compulsory Modules

Code	Credits	Descriptive title
TCP902	(10)	The Reflective Practitioner
TCP827	(20)	Practice Issues Report

TCP825	(40)	Linked Research Project
TCP826	(30)	Consultancy Project
TCP725	(10)	Regional Development and Planning in Europe

Diploma Town Planning with Socrates Exchange (Stage 2) : Compulsory Modules

Code	Credits	Descriptive title
TCP902	(10)	The Reflective Practitioner
TCP827	(20)	Practice Issues Report
TCP725	(10)	Regional Development and Planning in Europe
TCP889	(10)	European Placement Preparation
TCP726	(60)	European Research Project

Diploma Town Planning Urban Design Route (Stage 2) : Compulsory Modules

Code	Credits	Descriptive title
TCP902	(10)	The Reflective Practitioner
TCP827	(20)	Practice Issues Report
TCP832	(10)	Communications
TCP852	(10)	Urban Design Seminars
ARC807	(10)	Competing Conceptions of Design
ARC865	(20)	Urban Design Projects
ARC863	(20)	European Study Visit: City & Culture
TCP903	(10)	CAD

Diploma Town Planning (Urban Conservation) (Stage 2) : Compulsory Modules

Code	Credits	Descriptive title
TCP902	(10)	The Reflective Practitioner
TCP827	(20)	Practice Issues Report
TCP717	(10)	Conservation of the Historic Environment 1
ARC870	(10)	Conservation Principles 1
TCP852	(10)	Urban Design Seminars
ARC872	(10)	Traditional Construction
ARC836	(20)	Conservation Principles 2
ARC873	(10)	Conservation of the Historic Environment
ARC835	(20)	Introduction to Architectural History

Optional Modules

For all routes except Urban Conservation students are required to choose a further 10 credit module from a range of options.

12 Criteria for Admission:

- a) Entry into the Dip TP Programme is offered to all who complete the Newcastle BA (Hons) Town Planning with at least a lower second class honours Degree.

b) Holders of other RTPI accredited degrees may be accepted on to the programme. However, any such transfer must be approved in advance by the RTPI, to assure accreditation.

13 Support for Students and their Learning:

Induction

At the start of their studies students are inducted into the University, the School and their programme. This is combined with social events for students to get to know each other and staff.

Study skills support

This is not considered to be usually necessary at this level. Support is given on a case by case basis.

Academic support

Academic staff encourage all students to make appointments to discuss their work or to discuss via e mail. Certain elements of the programme e.g. projects are run with intensive contact between staff and students.

Pastoral support

The personal tutor system is carried out by year co-ordinators who meet with all their students at least twice a year. The first meeting in semester 1 focuses on settling in and the second on talking through semester 1 results and issues arising at that stage in semester 2 and to reflect on future choices. In addition academic staff encourage students to talk through their problems whether personal or academic. Students are referred to the Student Counselling Service where appropriate.

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 departmental 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. This policy is made clear to potential applicants in the university Prospectuses and reinforced in the documents "Newcastle and You" which are given to all students at registration.

The University has a Disability Unit that is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties such as

dyslexia. The unit is headed by the Disability Officer and has a Dyslexia Adviser, a Co-ordinator for Deaf Students and a Technical Support Adviser. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Disability Unit also provides advice and guidance to all university staff to promote effective disability awareness and support for students.

Learning resources

APL library materials are effectively and coherently managed by the Robinson Library.

Student computer services are provided by UCS through the campus wide provision of clusters of networked PCs or workstations.

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

Modules and programmes are kept under review through a series of mechanisms:

- a) Reflections of module leaders and meetings of teaching staff/ programme management team
- b) Student evaluation a summary of which, included proposed changes, is presented to the Board of Studies. Results of student evaluations are reported and displayed in studios.
- c) Staff Student Committee
- d) Year group meetings
- e) External examiner reports. As is common practice on RTPI accredited programmes there are two external examiners, one academic, one practitioner. There is a further conservation/ IHBC examiner
- f) Faculty & University reviews
- g) Professional accreditation.
- h) Annual Planning Advisory Group composed of regional practitioners.

15 Regulation of Assessment

Pass Marks

50% for all modules

Course Requirements

All modules must be passed. One resubmission per module is allowed.

Qualification award

The final degree award of Diploma Town Planning or Diploma Town Planning (Urban Conservation) is based on a simple percentage, weighted on credits. It may be passed with Distinction or Merit.

Mark	Degree category
70%+	Distinction
60-69%	Merit
50-59%	Pass
less than 50%	Fail

Role of the External Examiner

External examiners are appointed by the Faculty Teaching and Learning Committee. One is a distinguished academic and one a senior planning practitioner. The role of the examiner is to act as a moderator of standards, attend the Examination Board and to report to the University.

16 Indicators of Quality and Standards:

RAE Grade 5 (2001)
TQA 21 points (1997)
RTPI quinquennial recognition (last full visit 1998; mini-Board 2003 pending new arrangements from summer 2004))
High employability on Diploma of Town Planning qualification as evidenced by e.g. 1st destination statistics

This specification provides a concise summary of the main features of the 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

QAA Subject Review Report