

1.	Awarding Institution:	University of Newcastle upon Tyne
2.	Teaching Institution:	University of Newcastle upon Tyne
3.	Final Award:	BA Hons
4.	Programme Title:	Geography and Planning
5.	Programme Accredited by:	
6.	UCAS Code:	LK74
7.	QAA Subject Benchmarking Group(s):	Geography and Planning
8.	Date of production/revision:	November 2004
9.	Programme Aims:	<p>The purpose of the (GaP) degree programme is to support and structure students' general higher education and intellectual development. The degree provides students with a coherent understanding of the social science perspective within their chosen specialist areas. In general the degree offers students a number of different pathways through the disciplines of geography and planning, and the opportunity of studying issues in depth from both a geography and planning perspective. In particular the programme intends:</p> <ol style="list-style-type: none"> <u>1.</u> To provide the theoretical and practical training necessary to equip GaP graduates with the transferable and analytical skills appropriate for graduate employment. <u>2.</u> To provide an applied dimension of study, enabling the graduate to be capable of working in urban or rural policy fields, in public or private practice and with a wide range of other professionals. <u>3.</u> To equip students for further study. <u>4.</u> To provide graduates with a coherent understanding of the social science perspective in their chosen specialist areas of planning and geography. <u>5.</u> To provide opportunities for students to acquire further knowledge and skills as they develop over the duration of the degree programme. <u>6.</u> To provide opportunities for students to participate (and be assessed), in work related learning activities in order to develop their awareness of geographical and planning issues in the real world. <u>7.</u> To provide students with the opportunity to organise facts, deploy logic and received theory and, through the use of oral, literary and numeracy skills, analyse problems and issues, synthesise potential solutions and criticise alternatives. <u>8.</u> To provide the opportunity to develop and improve key skills alongside their academic and practical abilities.

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| 9. | To contribute to the University's objectives by providing high quality research-led teaching. |
| 10. | To encourage students to develop appropriate attitudes to academic study and future professional development. |
| 11. | To provide a programme which, through the choice of themes and modules, enables students to study substantial elements of the Geography and/or Town and Country Planning benchmarks. |
| 12. | To meet the criteria for an honours degree laid down in the QAA's National Qualifications Framework. |
| 13. | To provide a supportive environment in the departments such that the students enjoy their learning experience. |

10(a) Programme Intended Learning Outcomes:

The students will acquire:

A Knowledge and understanding

1. Students will acquire a theoretical understanding of the subjects of geography and planning and their interrelationships;
2. Students will develop areas of specialist knowledge in geography and planning through their choice of themes.
3. Students will acquire the methods of enquiry and the technical competence to enable them to carry out research.
4. Students will gain an advanced understanding of particular cross-disciplinary themes such as:
Urban and regional development
Environmental management
Social and cultural development
Planning and Urban design
5. Students will develop an understanding of current research findings in selected areas.

B Subject-specific/professional skills

1. Quantitative and qualitative skills required for research in geography and planning.
2. Specialist skills associated with choice of themes and modules.
3. Spatial analytical skills.
4. Problem solving skills in geography and planning.

C **Cognitive skills**

1. The ability to undertake a critical evaluation of arguments and evidence.
2. The ability to describe and critically assess the value and limitations of information on a given subject.
3. The ability to extract, synthesise and present information and data.

D **Key (transferable) skills**

1. The ability to communicate by means of well prepared presentations and documents.
2. The ability to use the library and other information sources.
3. The ability to plan, organise and prioritise work activities in order to meet deadlines.
4. The ability to work independently showing initiative.
5. The ability to solve problems.
6. The ability to work in teams.

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
<p><u>A</u> <u>Knowledge and understanding</u></p> <p>Specialist knowledge and understanding, (A1-5) are primarily imparted via lectures, workshops, tutorials, seminars and case studies.</p> <p>Throughout stage 1 and the compulsory components of stages 2 & 3 students are taught the initial elements of the main themes of the degree, and initial research methods, (A3), to enable them to undertake study at this level.</p> <p>Through the choice of particular pathways through the disciplines of geography and planning students are able to study issues in depth from a planning and/or geography perspective, (A1,2&4).</p> <p>Throughout both the compulsory and optional elements of the programme students are encouraged and expected to engage in independent reading and, where appropriate, fieldwork, (A5).</p> <p>Participation in workshops, tutorials and seminars aids the development of understanding.</p>	
<p><u>B</u> <u>Subject-specific/professional skills</u></p> <p>The teaching of quantitative and qualitative skills (B1), is delivered through specific compulsory modules in stages 1 & 2. Teaching on these modules</p>	

includes lectures, seminars, practicals, design appraisals and IT training sessions.

Optional specialist skills (B2), (e.g.: environmental appraisal), are taught within modules and reflect the curriculum of the module.

Across the degree programme students are exposed to a variety of spatial analytical skills, (B3), appropriate to a graduate of Geography and Planning.

Problem solving skills (B4) are developed across the compulsory elements of the degree and to a varied extent in the optional programme.

Students are encouraged to develop subject specific skills (B104) through individual reports and essays, projects, field-trips, case studies and through their dissertations. Students are supported in independent reading via the provision of reading lists, web sites and other course documentation. Opportunities are available for group discussion to encourage the development of the students learning experience.

C Cognitive Skills

Cognitive skills are introduced and developed from Stage 1 introductory modules to Stage 3 advanced modules. C1-C3 are principally developed through seminars, projects and group work where students can discuss and learn to evaluate arguments and evidence⁴. C3 is developed widely throughout the optional subjects but specifically within the dissertation. Students enhance their learning through independent reading, case studies and field work. The dissertation provides a means of demonstrating all of these skills.

D Key (transferable) skills

An introduction to all (D1-6) key skills is taught formally in Stage 1 and developed further throughout the programme. Communication skills, (D1), are developed in written coursework, projects, field trip presentations, poster presentations and via the dissertation. Specific modules support numerate skill development. Use of information sources, (D2), is developed in research methods modules. Self management, (D3), is promoted through a strict coursework and assessment timetable. Problem solving skills, (D5), are promoted via lectures seminars and workshops at all stages. The dissertation provides an opportunity for the development of a range of key skills, (D1-5), and particularly the ability to work independently, (D4). Teamwork, (D6) is developed in projects and field trips.

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
<p><u>A</u> <u>Knowledge and Understanding</u></p> <p>Knowledge and understanding are assessed by a variety of means, (partly depending on module choices), including; Unseen written examinations</p>	

Coursework
Dissertation
Poster Presentation
Multiple choice questions

The written papers are specifically intended to assess knowledge of core information while coursework and dissertations place more emphasis on the development of analysis and understanding of the concepts within a wider context. Poster presentations emphasise the collection and presentation of knowledge while multiple choice questions emphasise detailed knowledge of specific subjects.

B **Subject-specific/professional skills**

Subject specific skills are assessed by means of essays, presentations, examinations, field trips and class exercises. Some or all of B1-3 are examined in Stage 3 by means of the dissertation.

C **Cognitive skills**

Cognitive skills are primarily assessed by means of continuous assessment in the form of essays, case studies, reports and to a more limited extent via unseen written examinations.

D **Key (transferable) skills**

All of the key skills are assessed by means of continuous assessment in the form of essays, case studies poster presentations and projects. Many key skills, depending on subject chosen, are assessed within the dissertation.

11 Programme Curriculum, Structure, and Features:

The programme is studied full-time over three years. Each stage requires the study of modules with a credit value of 120. A 10 credit module consists of 100 hours of student effort, covering class contact, private study and assessment. Modules can vary in size from 10 to 30 credits.

All Stage 1 modules are compulsory. Stage 1 provides both a foundation in skills and methods appropriate to the study of planning and geography at honours level as well as an introduction to the themes of study to be taken in stage 2; environmental management, urban and regional development, social and cultural development, and planning and urban design. The emphasis is on preparation of the students for honours modules and ensuring that students develop appropriate study skills and practices. Student contact hours are greater at stage 1 than at later stages in order to ensure that the students master appropriate skills and methods.

The Stage 2 compulsory modules focus on the development of analytical and research skills. In addition students are able to develop field trip based or work related skills via the Students into Schools module.

The students are required to choose two of the four themes, (which they must continue with in stage 3, each one associated within an area of study of common

concern to planning and geography. Module choices within the themes allow students to specialise in a wide variety of subjects.

In stage 3 students continue to select modules from their chosen themes. These modules support the research element of the degree by introducing students to current research literature and debates. In addition the students are required to complete a research-based dissertation. Further development of work-based skills is encouraged by the optional modules in student tutoring and learning from work.

In general the programme has been designed to give students the opportunity to undertake a structured diet of modules. Compulsory modules ensure the development of skills and research work while the themes permit students to specialise in areas of common concern of planning and geography. At the same time students are able to obtain a wide variety of knowledge and skills from the extensive choice of available modules.

The structure of the degree is given below.

Degree Structure

(NB There are no core modules)

1. Stage 1

All candidates shall take the following modules:

Semester	Code	Credits	Descriptive title
1	TCP103	10	Planning Study Skills
2	TCP118	10	Design Awareness and Communication
1/2	GEO197	20	Introduction to Geographical Practice
1/2	GEO105	20	Environmental Issues
1	TCP115	10	Society and Culture
2	TCP117	10	Shaping Towns and Cities
1	GEO104	20	Urban and Regional Development
1	TCP114	10	Planning Processes
2	TCP119	10	Economics of Development

2. Stage 2

All candidates shall take the following compulsory modules:

Code	Credits	Descriptive title
GEO296	20	Geographical Research Methods
TCP213	10	GIS and Statistical Tools
TCP207	10	Urban Regeneration

All candidates shall select two themes from the list below and select modules (value 40 credits), from each of the chosen themes. You may only select one of CAD201/202 or CAD220/221 (10 credits)

	Theme 1	Environmental Management	
S2	TCP221	20	Rural and Environmental Planning

S1	GEO230	20	Land, Water and Development
S1	TCP212	10	Infrastructure, Mobility and Society
		10	Student Tutoring
		10	Learning from Work
	Theme 2		Social and Cultural Development
S2	GEO238	20	Cities and Social Change
S1/2	GEO236	20	Globalisation, Economy and Culture
S1	TCP205	10	Housing
S2	TCP206	10	Urban Design
S1	TCP212	10	Infrastructure, Mobility and Society
	Theme 3		Urban and Regional Development
S1	GEO209	20	Regional Development and Policy
S2	GEO297	20	Economic and Social Change Field Course
S1	TCP212	10	Infrastructure, Mobility and Society
S1	TCP205	10	Housing
	CAD201/202	10	Student Tutoring
	CAD220/221	10	Learning from Work
	Theme 4		Planning and Urban Design
S2	TCP206	10	Urban Design
S2	TCP217	10	The Legal Framework for DC
S1	TCP215	20	Urban Retail Development
S2	TCP218	20	Planning in the EU
	CAD201/202	10	Student Tutoring
	CAD220/221	10	Learning from Work

3. Stage 3

All candidates shall take the following compulsory modules:

Semester	Code	Credits	Descriptive title
S2	TCP339	30	Dissertation

All candidates shall choose modules (value 40 credits), from two of the themes listed below. Students are not permitted to study themes which they did not study in Stage 2.

	Theme 1		Environmental Management
S1	GEO328	20	River Conservation and Management
S1/2	TCP336	20	Conservation of the Historic Environment
S1/2	TCP337	20	Environmental Impact Analysis
S1/2	TCP338	20	Rural Planning
	Theme 2		Social and Cultural Development
S1/2	TCP339	20	Urban Design
S1/2	TCP341	20	Equal Opportunities
S1	GEO343	20	Racial Identities
S2	GEO358	10	The Geography of Health Inequalities

S1	GEO352	10	Socialism and post-socialism
S2	GEO351	10	Territorial Politics
	Theme 3		Urban and Regional Development
S1/2	GEO351	20	Territorial Politics
S1	GEO358	10	The Geography of Health Inequalities
S2	GEO394	10	Virtual Geographies
S1/2	TCP344	20	Urban Regeneration
S1/2	TCP341	20	Equal Opportunities
S1/2	TCP333	20	Cities and New Technologies
	Theme 4		Planning and Urban Design
S1/2	TCP336	20	Conservation of the Historic Environment
S1/2	TCP339	20	Urban Design
S1/2	TCP344	20	Urban Regeneration
S1/2	TCP333	20	Cities and New Technologies

In addition all candidates **MUST** select one of the following 10 credit modules. Candidates must not select modules they have selected as part of their theme package.

S1or2	CAD303	10	Advanced Student Tutoring
S1or2	CAS 220/221	10	Learning from Work
S1or2	CAD301	10	Student Tutoring
S2	GEO351	10	Territorial Politics
S2	GEO394	10	Virtual Geographies
S2	GEO358	10	The Geography of Health Inequalities
S1	GEO352	10	Socialism and post-socialism
S1	TCP321	10	The Future of Planning

12 Criteria for Admission:

The main criterion 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 successes or via interview or both. All students who are offered a place will be invited to an Open Day.

GCSEs required

No special requirement.

A-Level Subjects and Grades

Generally 3 A levels required for entry at BBC, including General Studies.

Under the new post 16 arrangements in England:

6 credit vocational A level accepted as one of the three A levels.

Applicants with 12 credit vocational A levels will be considered on their merits.

2 As levels will be accepted instead of one of the A levels.

Skills qualifications will not be included in offers.

Scottish Highers

BBBB

BTEC

Merits/Distinction

Alternative entry qualifications

Appropriate overseas qualifications will be considered, as well as A levels. Mature students will be considered on their merits. All students without conventional qualifications will be interviewed.

Admissions policy

Arrangements for non-standard entrants

Any Additional Requirements

13 Support for Students and their Learning:

Induction

A week long Induction programme for first year students introduces them to the University, the two departments, the Town Planning and Geography disciplines, and each other. Bus tours and walkabouts followed by discussion sessions and poster making workshops introduce the 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. 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 years 1 and 2 presentations are made of options to be offered in the coming year. Students are also encouraged to talk these choices through with their year tutor. In third year students are expected to meet with their dissertation supervisor on a fortnightly basis to discuss progress.

Pastoral support

The personal tutor system is carried out by staff from both departments who meet with all their students three times a year. The first meeting 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 in future choices. In addition academic staff encourage students to talk through their problems whether personal or academic.

Support for Special Needs

The University and the two schools are 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 the documents "Newcastle and You" which are 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.

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

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

1. Student questionnaires, including questionnaires of graduates
2. Module questionnaires
3. Degree programme review
4. Accreditation of the BA Planning programme by the RTPi
5. Peer observation of teaching
6. Internal Subject Review
7. External examiners reports
8. Annual module review
9. Annual review of progression rates, (degree classes achieved and employment statistics from September 2003)

Committees with responsibility for monitoring and evaluating quality and standards

1. Boards of Studies for Geography, Planning and GaP degrees
2. Teaching and Learning Committees in Planning and Geography schools
3. Staff student committees
4. Employer's Panel
5. Faculty Teaching and Learning Committee
6. Examination Boards

Mechanisms for gaining student feedback on quality of teaching and their learning

experience

1. Staff student Committee
2. Boards of Studies
3. Student evaluation questionnaires
4. University Tutorial System

15 Regulation of AssessmentAssessment Rules and Honours classification

The minimum pass mark is 40% for each module.

Most modules are assessed by a combination of unseen written examination and coursework, although some are 100% examination and some 100% coursework.

Information on assessment is available in the degree programme handbooks and in the module outlines.

All stage 1 and stage 2 modules must be passed before students can proceed. There are two resit opportunities

Degree classification is based on the weighted average of results for stages 2 and 3, with stage 3 results accounting for 66.6% and stage 2 for 33.3%

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

The external examiners (including the examiners for the Geography degrees and the Planning degree), are distinguished members of the academic community appointed by Faculty Teaching and Learning Committee and their role is to:

Approve assessment

Review samples of examination scripts and coursework to check standards and assessment procedures

Attend the Examination Board meeting

Report back to the University

16 Indicators of Quality and Standards:

Planning modules are subject to accreditation review by the Royal Town Planning

Institute.

In the Teaching Quality Assessment, Planning gained 21 points while Geography gained “satisfactory”.

In the Research Assessment Exercise both Planning and Geography gained a 5.

Both Planning and Geography degree graduates have high employability statistics.

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

QAA Subject Review Report

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