

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Masters in Architecture and Planning Studies Diploma in Architecture and Planning Studies
<b>4</b>	<b>Programme Title</b>	Masters in Architecture and Planning Studies
<b>5</b>	<b>UCAS/Programme Code</b>	4002
<b>6</b>	<b>Programme Accreditation</b>	
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/a
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Date written/revised</b>	11/07/07

**10 Programme Aims**

1. to provide a flexible programme enabling students to develop their own interests in town planning and/or architecture
2. to develop both transferable and professional skills
3. to develop research skills
4. to enable students to develop depth of knowledge and/or skills in particular areas of town planning and/or architecture, underpinned by current and relevant research
5. to meet the criteria for Postgraduate Diploma and Masters level qualifications as laid down in the QAA's National Qualifications Framework
6. to comply with University policy and QAA Codes of Practice

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Planning.

**Knowledge and Understanding**

On completing the programme students should:

- A1. Demonstrate understanding and critical thinking of selected aspects of town planning and/or architecture as a form of action concerned with managing and creating space and place
- A2. Demonstrate an understanding of the complexities of town planning and/or architecture issues and problems and be able to integrate different areas of the curriculum
- A3. Demonstrate an understanding of theory and make appropriate connections between theory and practice.
- A4. For MA, demonstrate depth of knowledge in selected areas of town planning

and/or architecture

**Teaching and Learning Methods**

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
A1	Lectures	Independent reading
A2	Lectures, field trips	Independent reading and research
A3	Lectures, case studies	Engagement with professional practice
A4	Lectures, group consultancy focused project	Engagement from external planning consultancy Site visits
A5	Lectures	Independent reading, group student seminar preparation
A6	Lectures, project	Independent research, case studies, field trips

**Assessment Strategy**

Intended Learning Outcome	If assessed	Method of assessment
A1	Yes	Assessed Essays
A2	Yes	Assessed Essays, Group project reports
A3	Yes	Assessed Essay, student seminar presentation and paper
A4	Yes	Assessed Essays & Group project reports
A5	Yes	Assessed Essay
A6	Yes	Assessed Essay, Project report

**Intellectual Skills**

On completing the programme students should be able to:  
 B1. Define and analyse problems effectively and appropriately  
 B2. Make effective use of evidence and information  
 B3. Articulate reasoned arguments  
 B4. Develop research skills and experience in the context of the school's research interests

**Teaching and Learning Methods**

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
B1	Lectures, student seminars	Independent reading, seminar preparation
B2	Lectures, student led seminars	Independent reading, seminar preparation

**Assessment Strategy**

<b>Intended Learning Outcome</b>	<b>If assessed</b>	<b>Method of assessment</b>
B1	Yes	Assessed Essays, assessed student group seminar presentation
B2	Yes	Assessed Essays, assessed student group seminar presentation
<b>Practical Skills</b>		
<p>On completing the programme students should be able to:            B1. Develop skills for practical application within Planning or Architecture appropriate to the students' selection of modules, but limited to that appropriate to a non accredited Programme. i.e. The Programme does not aim to equip the student to practice either Architecture or Planning</p>		
<b>Teaching and Learning Methods</b>		
<b>Intended Learning Outcome</b>	<b>Teaching Method</b>	<b>Enabling and Encouragement</b>
C1	Lectures, Group Spatial strategy project, field visits, practitioner engagement	Independent reading, independent site visits
C2	Lectures, Group Spatial strategy project	Independent reading and research, provision of example documentation
C3	Lectures, case studies, Development of research proposal	Engagement with professional practice, provision of example practice oriented research
<b>Assessment Strategy</b>		
<b>Intended Learning Outcome</b>	<b>If assessed</b>	<b>Method of assessment</b>
C1	Yes	Assessed Group project presentation and report
C2	Yes	Assessed Group project presentation and report
C3	Yes	Assessed group project report, Assessed individual research proposal, dissertation
<b>Transferable/Key Skills</b>		
<p>On completing the programme students should be able to:            D1. Effectively and fluently communicate information, ideas, principles and arguments            D2. Develop personal self-management skills such as setting priorities and time management</p>		
<b>Teaching and Learning Methods</b>		

<b>Intended Learning Outcome</b>	<b>Teaching Method</b>	<b>Enabling and Encouragement</b>
D1	Lecture, individual projects, Student led group seminars Group Spatial strategy project, Post graduate study skills within TCP 8911 (Core)	Gradually increasing group work prior to group projects
D2	Post graduate study skills within TCP 8911 (Core)	Independent reading and research, provision of example documentation
D3	Lectures, case studies, Development of research proposal	Engagement with professional practice, provision of example practice oriented research

### **Assessment Strategy**

<b>Intended Learning Outcome</b>	<b>If assessed</b>	<b>Method of assessment</b>
D1	Yes	Sole authored lectures and individual reading
D2	No	
D3	Yes	Assessed sole authored academic essays, individual and group practice focused project report, individual research proposal, dissertation

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The programme aims to build core knowledge and skills and spatial planning and specialist planning knowledge and skills in selected area(s) of study.

The majority of the programme consists of a series of compulsory modules, to meet the professional requirements of the Royal Town Planning Institute. Knowledge and skills are developed through a series of 10 credit lecture based courses which outline the nature of the planning system and its institutions, the shaping theories of planning and the workings of the land market, reflection upon values and ethics, research skills, as well as introducing some key policy areas such as infrastructure and mobility.

Twenty credit project-based modules bring this knowledge together and apply it at a variety of spatial scales as well as building the full range of skills.

The other key strand of the programme is the development of specialist planning knowledge and skills in a selected area of study. In semester one, students have a choice of 10 credits of lecture-based module which introduces their chosen area of study. In semester 2 they are able to develop this with a further 10 credit individual project-based module. A further key part of specialisation for MSc students is the 60 credit Dissertation.

## Core Modules

Code	Credits	Descriptive title
TCP8911	(10)	Evaluation, Analysis and Research
TCP8099	(60)	Dissertation

## Option Modules

### Semester 1

TCP 7001	The Future of Urban Planning (10 credits)
TCP 7002	Rural Planning (10 credits)
TCP 7008	Equal Opportunities (10 credits)
TCP 7017	Conservation of the Historic Environment (10 credits)
TCP 7024	Urban Design & Conservation (10 credits)
TCP 8001	Planning Frameworks (10 credits)
TCP 8010	Planning Theory (10 credits)
TCP 7023	Land Economics (10 credits)
TCP 8917	Regenerating Places (10 credits)
TCP 8921	Planning in Developing Countries (10 credits)
TCP 8096	Issues in Landscape Planning and Sustainability (10 credits)

### Semester 2

ARC 8040	Cities and Buildings: Contemporary Issues in Urban Design (10 credits)
ARC 8007	Understanding Buildings: Competing Conceptions of Design (10 credits)
TCP 7021	Spatial Strategies (20 credits)
TCP 7025	Regional Urban Development and Planning in Europe (10 credits)
TCP 8905	Infrastructure, Mobility & Society (10 credits)
TCP 8910	Sustainable Communities (20 credits)
TCP 8912	Urban Design and Conservation Project *
TCP 8918	Regenerating Places Project *
TCP 8920	Planning and Developing Countries *
TCP 8097	Issues in Landscape Planning and Sustainability Project *

\* There is a pre-requisite Semester 1 module with each of these

## Key features of the programme (including what makes the programme distinctive)

Key feature of the programme include:

The Programme allows the students a high degree of flexibility to develop their interests in a specialist area of planning or architecture and urban design. It is highly relevant to international students where the two subjects are more closely linked than in the UK

Option modules are strongly linked to the Schools research strengths

## Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2009-2010/documents/ArchitecturePlanningStudiesMA.pdf>

### **13 Criteria for admission**

#### *Entry qualifications*

- a) applicants who hold an Honours degree in a cognate subject at II:2 from this or another recognised University or awarding body;
- b) applicants who hold the Diploma in Town Planning or Diploma in Town Planning (Urban Conservation) from this University (to complete only the dissertation).
- c) holders of other relevant qualifications (by agreement with the Dean of Postgraduate Studies)

For candidates in category (a) an interview is not required but applicants are encouraged to visit the School. Candidates in category (c) would be interviewed wherever possible.

#### *Admissions policy/selection tools*

All admissions are progressed through E2R. Visits are recommended. Interviews are only held for eligible students applying of available bursaries.

#### *Non-standard Entry Requirements*

Applicants who do not meet the standard entry qualification, but who can demonstrate 2 years experience in a relevant planning related profession may be considered

#### *Additional Requirements*

#### *Level of English Language capability*

EILETS 6.0

### **14 Support for Student Learning**

#### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see <http://www.ncl.ac.uk/international/arrival/jan/index.phtml>)

#### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid. Further details are available at:

[http://www.ncl.ac.uk/library/news\\_details.php?news\\_id=159](http://www.ncl.ac.uk/library/news_details.php?news_id=159) Help with academic writing is available from the Writing Centre. Details can be obtained from [Alicia.Cresswell@ncl.ac.uk](mailto:Alicia.Cresswell@ncl.ac.uk)

#### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml> In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare/index.phtml>

### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/degrees/facilities/index.phtml>

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/langcen/index.htm>

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at [www.thestudentsurvey.com/](http://www.thestudentsurvey.com/) With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

*Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/agss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/agss/qsh/internal_subject_review/index.php)

*Accreditation reports*

The Programme reports annually to the Royal Town Planning Institute's Partnership Panel

*Additional mechanisms*

**16 Regulation of assessment**

*Pass mark*

The pass mark is 50

*Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

*Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

**Summary description applicable to postgraduate Masters programmes**

**Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

*Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

See and approve examination papers



Moderate examination and coursework marking  
Attend the Board of Examiners  
Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/> )

The Degree Programme Handbook

Please note. 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.

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	<b>TCP 8001; TCP7021;</b> TCP920/8921;TCP8917/8918 TCP7024/8912; TCP8096/8097
A2	<b>TCP 8010; TCP 8905; TCP 8910;</b> <b>TCP7023;</b> TCP920/8921;TCP8917/8918 TCP7024/8912; TCP8096/8097
A3	<b>TCP 8001 TCP 8902</b>
A4	<b>TCP 7021</b>
B1	<b>TCP 8010;TCP 8910;</b>
B2	<b>TCP 8902</b>
C1	<b>TCP 7021; TCP8910</b>
C2	<b>TCP 7021; TCP 8910</b>
C3	<b>TCP 8911; TCP 7021; DISSERTATION;</b> TCP920/8921;TCP8917/8918 TCP7024/8912; TCP8096/8097
D1	<b>TCP 8010; TCP 8905; TCP 8910; TCP 8001; TCP7021;</b>
D2	All
D3	<b>TCP7021; TCP 8010 TCP 8001;</b> TCP920/8921;TCP8917/8918 TCP7024/8912; TCP8096/8097

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
XYZ1001	Compulsory	1	1, 2, 3	4	2, 3