



**SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE**

**MASTER OF PLANNING (MPlan) K400 Final Year**

**DEGREE PROGRAMME HANDBOOK**

**2018-2019**

**Semester Dates**

**Induction Week:** Monday 24<sup>th</sup> September 2018

**Semester 1:** Monday 24 September 2018 – Friday 25 January 2019

**Semester 2:** Monday 28 January 2019 – Friday 14 June 2019

**Michaelmas:** Monday 24 September 2018 – Friday 14 December 2018

**Epiphany:** Monday 7 January 2019 – Friday 29 March 2019

**Easter:** Monday 29 April 2019 – Friday 14 June 2019

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## Foreword

I would like to extend a warm welcome back to those of you who are returning to full-time study or who are entering the Final Year MPlan from another University.

This Programme Handbook is designed to provide you with detailed information concerning the Final Year MPlan; this handbook is the official document setting out the programme contents. The Degree Programme Handbook should be read in conjunction with the Newcastle University General Regulations <http://www.ncl.ac.uk/regulations/docs/> and with the generic School handbook for taught postgraduate programmes.

The programme is fully accredited by the RTPI. Students are encouraged to join their appropriate preferred Institute or Institutes. Application forms for the Royal Town Planning Institute can be obtained from <http://www.rtpi.org.uk/membership/join/>

Through completing the MPlan (and by completing the relevant module options) you will be accredited to the **planning and development** specialist area of surveying. This specialism considers the impacts on the physical aspects of the built environment, as well as the social and environmental aspects, see <http://www.rics.org/uk/apc/pathway-guides/land-pathway-guides/planning-and-development/>. As a full or part time student on a RICS accredited course, you are entitled to free student membership of the Institution. If you would like to be a Student Member of the RICS, please log on to <http://www.rics.org/uk/join/student/> where you will find information on free student membership and on how to apply. We strongly advise all students to take up free student membership.

Welcome back and success with your studies!

**Dr Susannah Gunn**

Director of Planning Programmes

September 2018

## Addresses and Telephone Numbers

NEWCASTLE UNIVERSITY  
Internet: <http://www.ncl.ac.uk>  
Tel: 0191 208 6000

Head of School	Prof Adam Sharr Ground Floor, Architecture Building Tel 0191 208 7832 Email <a href="mailto:adam.sharr@ncl.ac.uk">adam.sharr@ncl.ac.uk</a>
Director of Planning	Dr Zan Gunn 5th Floor, Daysh Building Tel 0191 208 8002 Email <a href="mailto:zan.gunn@ncl.ac.uk">zan.gunn@ncl.ac.uk</a>
Final Year Co-ordinator	Dr Georgiana Varna, 5th Floor, Daysh Building    Tel: 0191 208 5647, Email <a href="mailto:georgiana.varna@ncl.ac.uk"><b>georgiana.varna@ncl.ac.uk</b></a>
Co-ordinator, Erasmus	Dr Sebastian Weise 5th Floor, Daysh Building    Tel 0191 208 7175 Email : <a href="mailto:sebastian.weise@ncl.ac.uk"><b>sebastian.weise@ncl.ac.uk</b></a>
Director of MPlan Programme	Dr David Webb 5th Floor, Daysh Building    Tel 0191 2085413 E-mail <a href="mailto:David.webb@newcastle.ac.uk">David.webb@newcastle.ac.uk</a>
Post-graduate Secretary	Vicky Young General Office, Ground Floor Architecture Building Tel 0191 208 6004 Email: <a href="mailto:vicky.young1@ncl.ac.uk">vicky.young1@ncl.ac.uk</a>
School Manager	Jill Mawson, 4 <sup>th</sup> Floor Daysh Building Tel 0191 208 7634 Email <a href="mailto:jill.mawson@ncl.ac.uk"><u>jill.mawson@ncl.ac.uk</u></a>

(Full details of all School staff are available on the APL website <http://www.ncl.ac.uk/apl/>)

## Final Year MPlan Summary of programme commitments

The University's Student Charter is available on the internet at <http://www.ncl.ac.uk/pre-arrival/regulations/#termsandconditions>. It is also provided to all students as part of the Student Guide. In the Student Charter, the University undertakes to provide you with access to 'high standards of teaching, support, advice and guidance'.

The Student Charter requires that students are provided with a 'programme handbook which details any professional requirements, contact hours, mode of programme delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures'. The purpose of this summary is to help you locate further details about this key information in your handbooks (please note that information will be found within this handbook and the Postgraduate Common Handbook).

Your handbook also contains a range of other valuable information, so you should read it thoroughly and retain a copy for future reference.

Average number of contact hours for this stage / programme:	Page 7 of this handbook
Mode of delivery:	Page 6 of this handbook
Normal notice period for changes to the timetable, including rescheduled classes:	Please refer to the PG Common Handbook
Normal notice period for changes to the curriculum or assessment:	Please refer to the PG Common Handbook
Normal deadline for feedback on submitted work (coursework):	Page 7 of this handbook
Normal deadline for feedback on examinations:	NA – no examinations.
Professional Accreditation:	Page 11 of this handbook
Assessment methods and criteria:	Page 7 of this handbook
Academic guidance and support:	Dr Georgiana Varna as Final Year Co-Ordinator ( <b><a href="mailto:georgiana.varna@ncl.ac.uk">georgiana.varna@ncl.ac.uk</a></b> ) and Raymond Abdulai ( <a href="mailto:Raymond.abdulai@ncl.ac.uk">Raymond.abdulai@ncl.ac.uk</a> ) as Senior Tutor for the school Page 11 of this handbook + Student Welfare Services + PG Common Handbook

## 1. INTRODUCTION

This Degree Programme Handbook outlines the general aims for the MPlan programme, lists the modules of the programme, and sets out the rules which apply to the submission and assessment of all types of student work.

The Degree Programme Handbook should be read in conjunction with a number of other documents

The Newcastle University Regulations. These describe the University and Faculty-wide frameworks of regulations relating to issues of assessment and progress and general provisions for programmes. <http://www.ncl.ac.uk/regulations/docs/>

The specific regulations for the MPlan. These specific regulations consist primarily of a list of the modules which constitute that degree programme. The degree programme regulations can be found here <https://www.ncl.ac.uk/regulations/programme/2018-2019/documents/K400ProgrammeRegulationsV5.pdf>

The programme specifications for the MPlan  
<https://www.ncl.ac.uk/regulations/programme/2018-2019/documents/K400ProgrammeRegulationsV5.pdf>

The School's 'Postgraduate Common Handbook' for generic issues related to academic work, assessment, management and tutorial arrangements; student comments, feedback and grievances; issues relating to progress, attendance and conduct; the facilities of the School and University; health and safety and welfare issues. This will be provided to you at the start of term but can also be accessed via the school website [www.ncl.ac.uk/apl](http://www.ncl.ac.uk/apl) .

Module guides and module outline forms <http://www.ncl.ac.uk/module-catalogue/>

Module Handouts, provided by the individual Module Leaders, will give further detail on the timing and nature of lectures and other learning activities, assessment questions/topics and detailed submission times/dates and reading lists.

Please note that changes to the Programme structure and module descriptions, which can be made to improve the quality of the Programme, may take some time to be consistently reflected in all the above documentation. In such cases, please consult the module leader and/or the Degree Programme Director for the most updated version of the documentation.

## 2. GENERAL INFORMATION

### 2.1 LECTURES/ SEMINARS/ WORKSHOPS

Modules involving the teaching of knowledge, concepts and skills in relation to specific subjects normally take the form of lectures and a wide variety of other learning activities. These include seminar discussions, workshops (short practical exercises designed to develop a particular skill) as well as student-centred learning through library studies etc.

Some modules, or parts of modules, will be taught to large student groups, encompassing all postgraduate programmes. This is not only a way of producing teaching efficiencies but also an integral part of a modularised academic community. Through specialist reading and coursework requirements planning students will be able to gain the specialised information that they may require. Working with other dissimilar students also offers the opportunity to obtain a different perspective on a particular issue.

## 2.2 PROJECT WORK

Project work helps develop planning relevant skills. They may also help team building, communication and creative skills. They may be either individual or group projects. Where appropriate, projects will be organised in conjunction with planning related bodies in the region.

Linked Research Projects offer in-depth work as part of a specialist research team.

Consultancy Projects have a practice focus and are directly 'commissioned' by an external client.

For projects and other exercises, it is often necessary to visit sites or planning offices. These often take place without any accompanying staff, and at times to be arranged by students directly. In such cases, personal safety is the responsibility of the students concerned.

## 2.3 FORMS OF ASSESSMENT

Most modules are assessed entirely in the form of coursework. Some of the modules situated in other schools are assessed through examination, or a mixture of examination and coursework. Students should be aware of the form of assessment when they choose these modules, and should check these School's regulations in case they vary from those in the School of Architecture, Planning and Landscape.

Under the modular system, each of the modules constitutes a unit of assessment, weighted by the number of credits or modular value. The normal pattern is that in each semester, modules to the modular value of 6, representing 600 hours of student learning assessment, are taken. The award of the final degree is based on these module assessments. The General Regulations and Examination Conventions specify the regulations governing failure and re-assessment of modules.

Some modules in the programme involve a number of elements of assessment. The mark for the module is the aggregate mark for these elements. An aggregate mark confirmed as a pass by the Examination Board will constitute a pass for that module, even if a failed mark has been recorded for some element of the assessment. In the case of the aggregate mark for a module constituting a fail, any re-assessment of the module will usually involve only that element of the assessment which did not achieve a pass mark. At its discretion, the Board of Examiners may vary the reassessment from the original

The School aims to return marks to students within 20 working days. You will be advised, usually by e-mail, when your marks / work is ready for collection.

## 2.4 ASSIGNMENT SUBMISSIONS

All assignments need to be handed in to Reception in the Architecture Building, by the deadline specified. 1 hard copy of the assignment needs to be handed in at reception, and an electronic copy must be submitted via Blackboard. **Both copies of your work must be submitted by the deadline for your submission to be classed as on time.** In exceptional cases a module leader may arrange an alternative method of submission to the one outlined above.

### 2.4.1 Late submissions

A submission is considered late if it is not submitted to reception and Blackboard by the set time and date and the student has not agreed an extension through the PEC process. Extensions are only given for **exceptional mitigating circumstances**.

Late Submissions without agreed extension: (up to 7 days late): The assignment can only be awarded a pass (50%).

Non Submissions: (or submission more than 7 days late): The assignment must be awarded 0.

Late submissions are not accepted on resit work and a mark of 0% will be recorded for any assessments received after the deadline.

### 2.4.2 Turnitin

TURNITIN is a software package which checks for plagiarism, against a vast record of electronic sources. Every written assignment needs to be reviewed by TURNITIN before it is submitted for marking. In submitting work to this database students are also adding to it, so future work and other students' work will be checked against it alongside other sources.

Module leaders give instructions on how to use TURNITIN so that students can check their work, and generate a report to be submitted with the assignment.

Processing an assignment using TURNITIN can take around 20 minutes, so do not leave it to the last minute before submitting an assignment, as it may be late and classed as a late submission.

Non-submission of a TURNITIN report, except where the module leader has expressly asked not to have one, will be treated as a non-submission.

## 2.5 REFERENCING

Main points for good referencing

- Direct quotations should be in quotation marks, with a reference to the source (including the page number) in the text.
- Indirect/paraphrased quotations and borrowed ideas should be acknowledged by means of a reference in the text. 'Second-hand' quotations (i.e. where one work you have read refers to another which you have been unable to locate) should be given in the form (Author X, date, cited in Author Y, date), and only the work of Author Y should be cited in the list of references.
- No paper should be submitted without references in the text and a list of references at the end.
- All references in the text should be accompanied by a full entry in the list of references.
- There should be no entries in the list of references that have not been cited in the text.
- The sources of all tables, maps etc should be acknowledged by the inclusion of a reference prefaced by the word 'Source' – to be placed immediately below the table/map.

Whenever publicised work is being cited or quoted in course submissions, a standard method of citation must be used in the text, and the full bibliographical details must be given in the reference section at the end.

The recommended citation method is the Harvard System (i.e. Author, Date, e.g. Williams, 1996).

## **2.6 WRITING**

Students have completed their degrees, and may have spent a year on a professional placement, so the expectation is that students are proficient in writing in a range of different styles appropriate to the occasion. However, if students are still finding it difficult to write well, then they can visit the Writing Development Centre to gain extra assistance through workshops or on a one-to-one basis. <http://www.ncl.ac.uk/students/wdc/>

### **Online resources**

You will find a collection of learning resources for academic writing and general writing skills at <http://www.ncl.ac.uk/students/wdc/learning/>.

## **2.7 ASSESSMENT IRREGULARITIES**

The University is committed to ensuring fairness in assessment and has established a procedure for dealing with assessment irregularities. For the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process. This includes, but is not limited to, the following:

- Any breach of the rules for University examinations, including copying from or conferring with other candidates or using unauthorised material or equipment in an examination room.
- Impersonating or allowing another to impersonate a candidate.
- Introducing examination scripts into the examination process otherwise than in the course of an examination.
- Permitting another student to copy work.
- The falsification (by inclusion or suppression) of research results.
- Plagiarism. This is defined as the unacknowledged use of another person's ideas, words or work either verbatim or in substance without specific acknowledgement. For the avoidance of doubt, plagiarism may occur in an examination script as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another's work.

The University's procedure in full can be found at:

<https://www.ncl.ac.uk/students/progress/Regulations/Procedures/assessment.htm>

### **2.7.1 More on Plagiarism**

In writing essays or reporting on project work you are frequently required to draw upon existing literature or to use existing data to both indicate your grasp of your subject and to place your findings/interpretation in a wider academic or other context. In doing so, you usually need to draw upon the work of others in general, and often in detail. It is important, when doing this, that you avoid copying the work of others, in its entirety or in part, without acknowledgement and without the use of quotation marks – this practice is termed 'plagiarism' and is a form of cheating.

Over-reliance on the work of other individual researchers can often be avoided by reading more widely in a subject area. Consult a range of texts before constructing your essay, report or dissertation. If only a few texts are available a simple précis of these works should be avoided where a more intelligent interpretation is expected. Clear and adequate referencing to the original authors must be made. In all circumstances plagiarism must be avoided. Students found guilty of plagiarism will receive a mark of ZERO for the piece of work. Anyone found guilty of plagiarism will also be reported to the University Authorities who may withhold their degree.

We do not expect, nor wish, to deter you from producing work that draws upon that of other researchers. The balance between using other people's work and plagiarism may seem a fine one but the latter can be totally avoided by adequate referencing.

You must also avoid self-plagiarism - presenting identical work for more than one assessment, without referencing. An example would be using the same sentence, paragraph or table in more than one essay or using the same research data for more than one project, without cross-referencing. You must not submit the same work, or part of the same work, for assessment more than once. If you do so, this will be treated as an assessment irregularity and will be dealt with accordingly.

## **2.8 EXTERNAL EXAMINER**

The External Examiners for the final year MPlan programme are

Academic  
Professor Geraint Ellis  
Queens University, Belfast

Professional  
Ms Victoria Hills  
Royal Town Planning Institute (RTPI)

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University's standards and on student achievement in relation to those standards;
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

It is inappropriate for students to make direct contact with an External Examiner, in particular regarding their individual performance in assessments. There are alternative mechanisms available such as an appeal or complaint process if students think they have an issue they need addressing. Please refer to the PG Common Handbook for more information.

Students can engage formally with the quality management process through which the University considers and responds to External Examiners through course representatives on Boards of Studies, Staff-Student Committees, and Faculty Teaching, Learning and Student Experience Committees.

You may be asked to meet with an External Examiner, such meetings are an opportunity for External Examiners to evaluate the student experience and to provide general feedback on the degree programme.

For further information please visit the following link to the University's Policy for External Examiners of Taught Programmes <http://www.ncl.ac.uk/quilt/assets/documents/qsh-extexam-policy.pdf>

## 2.9 PRIZES

A number of prizes are awarded annually for excellence.

The RTPI Book Prize	The student with the highest overall mark for the MPlan
The Thomas Sharp Prize	The student who, in the opinion of the Board of Examiners in Town Planning, has shown the most promise in the field of Planning Design.
Brian Hackett Book Prize	For excellence in Landscape Design
MPlan School prize	The student with the highest overall mark for the Final Year MPlan in Town Planning

## 2.10 STUDENT WELFARE SERVICES

Please see the PG Common handbook.

## 2.11 STUDENT COMMENTS, FEEDBACK AND GRIEVANCES

Students are encouraged to make comment about any aspect of their programme or their life in the School, or seek remedies for specific grievance. Further information on this can be found in the PG Common Handbook.

## 2.12 THE ROYAL TOWN PLANNING INSTITUTE (RTPI)

The RTPI provides advice to members on workplace issues, good practice guidance and opportunities for continuous professional development and e-learning and networking through its Regions, chapters, networks and associations. The Institute's Planning Aid initiative provides further opportunities for planners to increase their skills and interact directly with the public. The Institute is working to raise the status of planners in the workplace and to champion the central role that planning has in relation to fundamental issues in society.

As a full or part time student on an RTPI accredited course, you are entitled to free student membership of the Institution. If you would like to be a Student Member of the RTPI, please log on to <http://www.rtpi.org.uk/membership/join/> where you will find information on free student membership and on how to apply. We strongly advise all students to take up free student membership.

Once you have successfully completed your Master's degree you may wish to gain corporate membership of the Institute (Chartered Town Planner status). In order to achieve this you will take the Assessment of Professional Competence (APC) route. All information on this route, including full guidance, is available at

[http://www.rtpi.org.uk/membership/assessment-of-professional-competence /](http://www.rtpi.org.uk/membership/assessment-of-professional-competence/)

## 2.13 ROYAL INSTITUTION OF CHARTERED SURVEYORS

Through completing the MPlan (and by completing the relevant module options) you will be accredited to the **planning and development** specialist area of surveying. This specialism considers the impacts on the physical aspects of the built environment, as well as the social and environmental aspects, see <http://www.rics.org/uk/apc/pathway-guides/land-pathway-guides/planning-and-development-/>. The RICS provides advice and guidance to members on workplace issues, good practice guidance and opportunities for continuous

professional development and e-learning and networking through its regions and specialist divisions.

As a full or part time student on an RICS accredited course, you are entitled to free student membership of the Institution. If you would like to be a Student Member of the RICS, please log on to <http://www.rics.org/uk/join/student/> where you will find information on free student membership and on how to apply. We strongly advise all students to take up free student membership.

### 3. THE STRUCTURE AND CONTENT OF THE PROGRAMME

#### 3.1 MPlan PROGRAMME AIMS AND ENTRY REQUIREMENTS

(Georgiana Varna co-ordinates the overall Final Year Master of Planning)

The Final Year of the MPlan develops students' learning from the undergraduate planning programme and a year out in practice (CPP), into a specialism. The overall programme is designed to educate students in the knowledge, subject-specific and transferable skills and values necessary in order to practice professionally as a planner. It aims to develop an understanding of the theories, methods and techniques that are applied to the practice of planning and the activities and environments that are the subject-matter of planning. Although much of the material taught can be applied to the practice of planning anywhere in the world, the emphasis throughout the programme is on the British and European context.

It aims to provide students with:

- operational competence and practical experience in planning;
- the capacity to undertake rigorous research and evaluation in planning;
- awareness of the ethics and values associated with professional planning practice.

The MPlan forms the 4th year of the undergraduate programme accredited by the RTPI and RICS. This final year is designed to develop specialist skills, understanding of the complexity of planning practice, and provide training in research and evaluation methods in planning.

#### 3.2 OVERALL STRUCTURE

Within its overall framework, the final year of the MPlan takes the form of one of a number of named specialist routes.

Candidates must take *one* of the following four combinations of modules.

#### 3.3 MPLAN SPECIALISMS

##### 3.3.1 Planning and Regeneration

Table 3.1 *Planning and Regeneration*

Semester 1	Semester 2
TCP8025 Linked Research Project part 1 (10)	TCP8025 Linked Research Project part 2 (20)
TCP8024 Consultancy Project (20)	TCP8918 Regenerating Places (Project) (10)
TCP8942 Reflexive Practitioner (MPlan) (10)	TCP7023 Economics of Development (10)

TCP8917 Regenerating Places (10)	TCP8950 Valuation and Appraisal for Planning (10)
CEG8709 Introduction to Surveying for Town Planning (10)	TCP8953 Back to the Future: questioning and rebirth of common ownership, local democracy and post FDI economic models (10)

The Final Year MPlan in Planning and Regeneration aims to provide students with the understanding of the key concepts and objectives of both rural and urban regeneration both in the UK and abroad. It seeks to increase their knowledge and critical awareness of regeneration issues and to develop their skills in relation to completing a regeneration project. It is taught through a mixture of project work and lecture and seminar based modules.

The *Consultancy Project* enables students to work with practitioners on a live project as a consultancy, with the practice organisation as the client.

The *Linked Research Project* develops students' research skills and understanding of a particular issue through working on a research project orchestrated by a leader in the field.

The *Regenerating Places* modules introduces students to key regeneration concepts and practice both here and abroad; The *Economics of Development* module helps students think through the issues of development costs and development viability. *The Introduction to Surveying* module introduces students to the instrumentation and observation procedures utilised in modern surveying practice.

The *Back to the Future* module explores contemporary debates around community-led regeneration and its future potential.

### 3.3.2 Planning and Regeneration (Erasmus Route)

Alternatively students on the Final Year MPlan in Planning and Regeneration can choose to participate in the University's Erasmus programme (see Table 3.2 below). In Semester 2 students can choose to visit a European university participating in the Erasmus programme; this choice should be made with the help of the Erasmus co-ordinator (see section 3.4 below). Prior to leaving students develop a research proposal for their *European research project* in their *European placement preparation* module. This should focus on a regeneration theme of interest to the student. The research project work is then completed while the student is abroad. In Semester 1, students complete the *Consultancy Project*, *Reflexive Practitioner*, Introduction to Surveying module and *Regenerating Places* modules (discussed above) Students taking the Erasmus route **will not** receive RICS accreditation.

Table 3.2 The Final Year MPlan in Planning and Regeneration (Erasmus Route)

Semester 1	Semester 2
TCP8089 European Placement Preparation (10)	TCP7026 European Research Project (60)
TCP8024 Consultancy Project (20)	
TCP8942 Reflexive Practitioner (MPlan) (10)	
TCP8917 Regenerating Places (10)	
CEG8709 Introduction to Surveying for Town Planning (10)	

### 3.3.3 MPlan in Green Infrastructure and Landscape Planning

Table 3.3 The Final Year MPlan in Green Infrastructure and Landscape Planning

Semester 1	Semester 2
TCP8025 Linked Research Project part 1 (10)	TCP8025 Linked Research Project part 2 (20)
TCP8024 Consultancy Project (20)	TCP8097 Green Infrastructure and landscape Planning 2 (10)
TCP8096 Green Infrastructure and landscape Planning 1 (10)	TCP8003 Engaging With Information Sources in Planning (10)
TCP8942 Reflexive Practitioner (MPlan) (10)	TCP8950 Valuation and Appraisal for Planning (10)
CEG8709 Introduction to Surveying for Town Planning (10)	TCP8956 Environmental Assessment (10)

The Final Year MPlan in Green Infrastructure and Landscape Planning focuses on contemporary theory and methods relating to Green Infrastructure (GI) landscape planning.

It seeks to provide students with an understanding of key concepts and objectives of Green Infrastructure and Landscape Planning. It aims to increase students' knowledge and critical awareness of these issues and to develop the students' skills in relation to them. It is taught through a mixture of project work, lectures and seminar based modules.

It includes the *Consultancy Project* which is practitioner-led and allows students to work on a live project as a consultancy with the practice organisation as the client.

The *Linked Research Project* enables students to develop their research skills and understanding by allowing them to work on a research project orchestrated by a leader in the field.

Students also complete Green Infrastructure and Landscape Planning (TCP8096/TCP8097), Engaging with Information Sources in Planning helps students develop a critical awareness of the processes of environmental knowledge production through an examination of various sources of information.

The Measurement and Evaluation module introduces the practical, legal and professional dimensions of the basic work of surveying in relation to planning and development  
The Environmental Assessment module provides insight into the principles, concepts and practice of environmental assessment

CEG8709 introduces students to the instrumentation and observation procedures utilised in modern surveying practice.

### 3.3.4 Green Infrastructure and Landscape Planning (Erasmus Route)

Alternatively, students can choose to participate in the University's Erasmus programme (see Table 3.4). In Semester 2 students can choose to visit a European university participating in the Erasmus programme; this choice should be made with the help of the Erasmus co-ordinator (see section 3.4). Prior to leaving students develop a research proposal for their *European research project* in their *European placement preparation* module. This should focus on an issue related to environmental planning. The research project work is then completed whilst the student is abroad. In Semester 1, students complete the *Consultancy Project*, *Reflexive Practitioner* and *Introduction to Planning Law*

and *Environmental Assessment* (discussed above) and choose a 10 credit option from the list of options (see Table 3.5).

Table 3.4 *Green Infrastructure and Landscape Planning (Erasmus Route)*

Semester 1	Semester 2
TCP8089 European Placement Preparation (10)	TCP7026 European Research Project (60)
TCP8024 Consultancy Project (20)	
TCP8096 Green Infrastructure and Landscape Planning (10)	
TCP8942 Reflexive Practitioner (MPlan) (10)	
CEG8709 Introduction to Surveying for Town Planning (10)	

Students taking the Erasmus route **will not** receive RICS accreditation.

### 3.3.5 MPlan in Urban Conservation

Table 3.5 *The Final Year MPlan in Urban Conservation*

Semester 1	Semester 2
TCP8025 Linked Research Project part 1 (10)	TCP8025 Linked Research Project part 2 (20)
TCP8024 Consultancy Project (20)	TCP8912 Conservation and the City (Project) 10)
TCP7024 Conservation and the City (10)	TCP8957 Critical and Applied Perspectives on Heritage Practice (20)
TCP8942 Reflexive Practitioner (MPlan) (10)	TCP8950 Valuation and Appraisal for Planning (10)
CEG8709 Introduction to Surveying for Town Planning (10)	

The Final Year MPlan in Urban Conservation focuses on conservation approaches and principles. Students will develop knowledge of the roles heritage may play in urban management processes and gain a critical appreciation of heritage management practice; To develop skills in formulating place- based heritage strategies

It aims to increase students' knowledge and critical awareness of these issues and to develop the students' skills in relation to them. It is taught through a mixture of project work, lectures and seminar based modules.

It includes the *Consultancy Project* which is practitioner-led and allows students to work on a live project as a consultancy with the practice organisation as the client.

The *Linked Research Project* enables students to develop their research skills and understanding by allowing them to work on a research project orchestrated by a leader in the field.

Students also complete Conservation and the City (TCP7024/TCP8912) TCP7024 is a mixture of quite theoretical & very practical perspectives on the nature of urban heritage, how planning for it has developed, why we conserve it and who for. TCP8912 builds upon TCP7024 in semester 1, allowing students to further develop their observation and analysis

skills in relation to the historic urban environment. Students undertake an individual project exploring and analysing a historic townscape.

The Measurement and Evaluation module introduces the practical, legal and professional dimensions of the basic work of surveying in relation to planning and development  
The Environmental Assessment module provides insight into the principles, concepts and practice of environmental assessment.

The Critical and Applied Perspectives on Heritage Practice module provides students with critical analytical skills in appraising heritage management interventions: skills of developing heritage strategies.

CEG8709 introduces students to the instrumentation and observation procedures utilised in modern surveying practice.

### 3.3.6 MPlan in Urban Conservation (Erasmus Route)

Table 3.6 Urban Conservation (Erasmus Route)

Semester 1	Semester 2
TCP8089 European Placement Preparation (10)	TCP7026 European Research Project (60)
TCP8024 Consultancy Project (20)	
TCP7024 Conservation and the City (10)	
TCP8942 Reflexive Practitioner (MPlan) (10)	
CEG8709 Introduction to Surveying for Town Planning (10)	

Students taking the Erasmus route **will not** receive RICS accreditation.

Alternatively, students can choose to participate in the University's Erasmus programme (see Table 3.6). In Semester 2 students can choose to visit a European university participating in the Erasmus programme; this choice should be made with the help of the Erasmus co-ordinator (see section 3.4). Prior to leaving students develop a research proposal for their *European research project* in their *European placement preparation* module. This should focus on an issue related to environmental planning. The research project work is then completed whilst the student is abroad. In Semester 1, students complete the *Consultancy Project*, *Reflexive Practitioner* and *Conservation and the City* (discussed above).

## 3.4 THE ERASMUS PROGRAMME

(co-ordinator Sebastian Weise)

The School is an active member of the Association of European Schools of Planning and has adopted a policy of participating as fully as resources allow in the educational programmes of the European Union, with the objective of providing all students with the opportunity to set their study of the UK planning system and practice within the European context, and of offering senior students the opportunity of a period of study abroad.

Students on the MPlan will have the opportunity to take a semester in one of our existing partner universities (Module TCP7026), subject to a strict limit on numbers under the University's Institutional contract. There will also be a number of students from these universities taking postgraduate programme classes here.

In order to facilitate ERASMUS exchanges and the transfer of grades from one system to another, the department is participating in the EU's European Credit Transfer System (ECTS). This provides a common basis for measuring modules, based on 60 credit points for a full-time academic year (Oct-June), and a common grading scale. Thus, 10 Newcastle credits is worth 5 ECTS credit points.

### **3.5 PART TIME STUDY**

Students may undertake the MPlan by part-time study over a two-year period. Students doing so should discuss their sequential programme of modules with the Degree Programme Director.

*Please note: Any student working more than 2 days a week will not be allowed to study the MPlan on a full time basis and will be encouraged to register as a part time student.*

### **3.6 ASSESSMENT METHODS**

The following assessment methods shall be used: unseen written examination papers; takeaway examination papers; project work and seminar presentations; assessment of submitted essays; assessment of fieldwork reports. Further information on assessment pattern for each module is explained in the module outline.

#### **1. Degree Classification**

- (a) The final degree classification shall be worked out on a 2:3:5 weighting across stages 2, 3 & 4. A candidate who fails to satisfy the requirements for the award of an MPlan may be awarded the BA (Hons) Urban Planning.
- (b) Students will be awarded the MPlan with the badged route undertaken as per above

## APPENDIX A

### Standards Template for Final Year MPlan

	<b>Pass (50+)</b>	<b>Merit (60+)</b>	<b>Distinction (70+)</b>
Knowledge and understanding of:	A good knowledge and understanding of town planning at an advanced level	A very good knowledge and understanding of town planning at an advanced level	An excellent knowledge and understanding of town planning at an advanced level
	A good knowledge and understanding of the concepts, methods and techniques used to advance scholarship in town planning	A very good knowledge and understanding of the concepts, methods and techniques used to advance scholarship in town planning	An excellent knowledge and understanding of the concepts, methods and techniques used to advance scholarship in town planning
	A good knowledge and understanding of how such concepts, methods and techniques are applied to create and interpret knowledge in town planning	A very good knowledge and understanding of how such concepts, methods and techniques are applied to create and interpret knowledge in town planning	An excellent knowledge and understanding of how such concepts , methods and techniques are applied to create and interpret knowledge in town planning
Skills and abilities:	A good ability to critically evaluate current research an advanced scholarship in town planning	A very good ability to critically evaluate current research an advanced scholarship in town planning	An excellent ability to critically evaluate current research an advanced scholarship in town planning
	A good ability to apply the above in original ways in their own research or advanced scholarship	A very good ability to apply the above in original ways in their own research or advanced scholarship	An excellent ability to apply the above in original ways in their own research or advanced scholarship
Key skills:	All graduates will have gained a range of key skills in terms of written communication, interpersonal communication, oral presentation, teamwork, planning and organising, problem solving, initiative, adaptability, numeracy and computer literacy. They will also have acquired the independent learning ability required for life-long learning.		

## APPENDIX B

### **SCHOOL OF ARCHITECTURE, PLANNING & LANDSCAPE** **DESCRIPTION OF LEVELS OF ATTAINMENT: MPlan and Postgraduate Programmes 2018/19 ENTRY**

<b>CLASS OR GRADE</b>	<b>MARK RANGE</b>	<b>EXAMS</b>	<b>PROJECTS/ ESSAYS/ REPORTS</b>	<b>DISSERTATION</b>	<b>DESIGN PROJECT WORK</b>
DISTINCTION/ Class Degree	80+	Make exemplary connections between the different areas of the curriculum with originality. Synthesise, integrate and critique a wide range of evidence and information sources.	Demonstrates an exemplary understanding of the subject at a factual and conceptual level and includes original or imaginative insight and approaches.	Exemplary work. Demonstrates original or imaginative insights. Potentially publishable material.	Demonstrate originality and flair in the treatment and exposition of the subject matter. Exemplary work individually and / or in groups, demonstrating high levels of initiative and autonomy.
DISTINCTION/ Class Degree	79  70	Excellent, perceptive understanding of the issues plus a coherent well-read and stylish treatment, displaying some originality.	Knowledge and understanding of the subject matter, coverage, internal consistency, organisation and style of presentation are excellent. Selection, interpretation, comparison, evaluation and integration of material from sources demonstrate ability to analyse critically and synthesise.	Excellent work. Identification with academic research approach. Thorough understanding of the subject and its context with evidence of critical thought and analysis.	Able to formulate innovative course of action as responses to a variety of design problems. Communicate effectively through graphic and/ or electronic means.
MERIT/ Degree	69  60	Very good, perceptive understanding of the issues plus a coherent well-read and stylish treatment though with less originality than a Distinction.	Demonstrates a very good understanding of the main arguments, concepts and context. The coverage, internal structure, organisation and style are very good. Material from sources is carefully and critically selected.	Thorough, well-researched, demonstrating a very good understanding of the subject and its context. Lacks the sharpness of analytical edge found with Distinction.	Good/ very good and competent throughout, occasionally transcended. Confident resolution of the problems/issues.
PASS/ Degree	59  50	Good work but based on a narrower range of material when compared to a Merit. Presented in a good framework with some originality.	The main issues and concepts are understood and described. Knowledge, coverage, internal consistency, organisation and style are good.	Research basis is good but the topic has not been explored or lacks the degree of critical or original element evident in a Merit.	Generally good with adequate resolution of problems/ issues. May contain some flaws or be partly unfinished.
FAIL	49  40	Unstructured and with increasing error component. Concepts are disordered or flawed.	Insufficient evidence of understanding of main issues and concepts. Weaknesses in coverage of contents and sources, internal consistency and organisation of arguments. Use of sources inadequate.	Material insufficient to sustain dissertation. Poorly structured or organised. No consistent thread of argument or original and critical insights.	Shallow, flawed or incomplete work.
FAIL	39  0	Fundamental errors of concept and scope or poor in knowledge, structure and expression.	Very limited knowledge of the main issues and concepts. Very limited use of sources and problems of relevance. Errors of fact or interpretation.	Very limited source material, inadequate structure of argument and little demonstration of critical analysis.	Little evidence of basic competence or imagination or very incomplete. Shows little grasp of the subject.

NOTE: These descriptions are to be read in conjunction with the Module Outlines (MOFs) which can be found at <https://apps.ncl.ac.uk/mofs> or <http://www.ncl.ac.uk/module-catalogue/> You will need to type in the module code e.g. TCP8902