NEWCASTLE UNIVERSITY

Newcastle University

**SCHOOL OF ARCHITECTURE,
PLANNING AND LANDSCAPE**
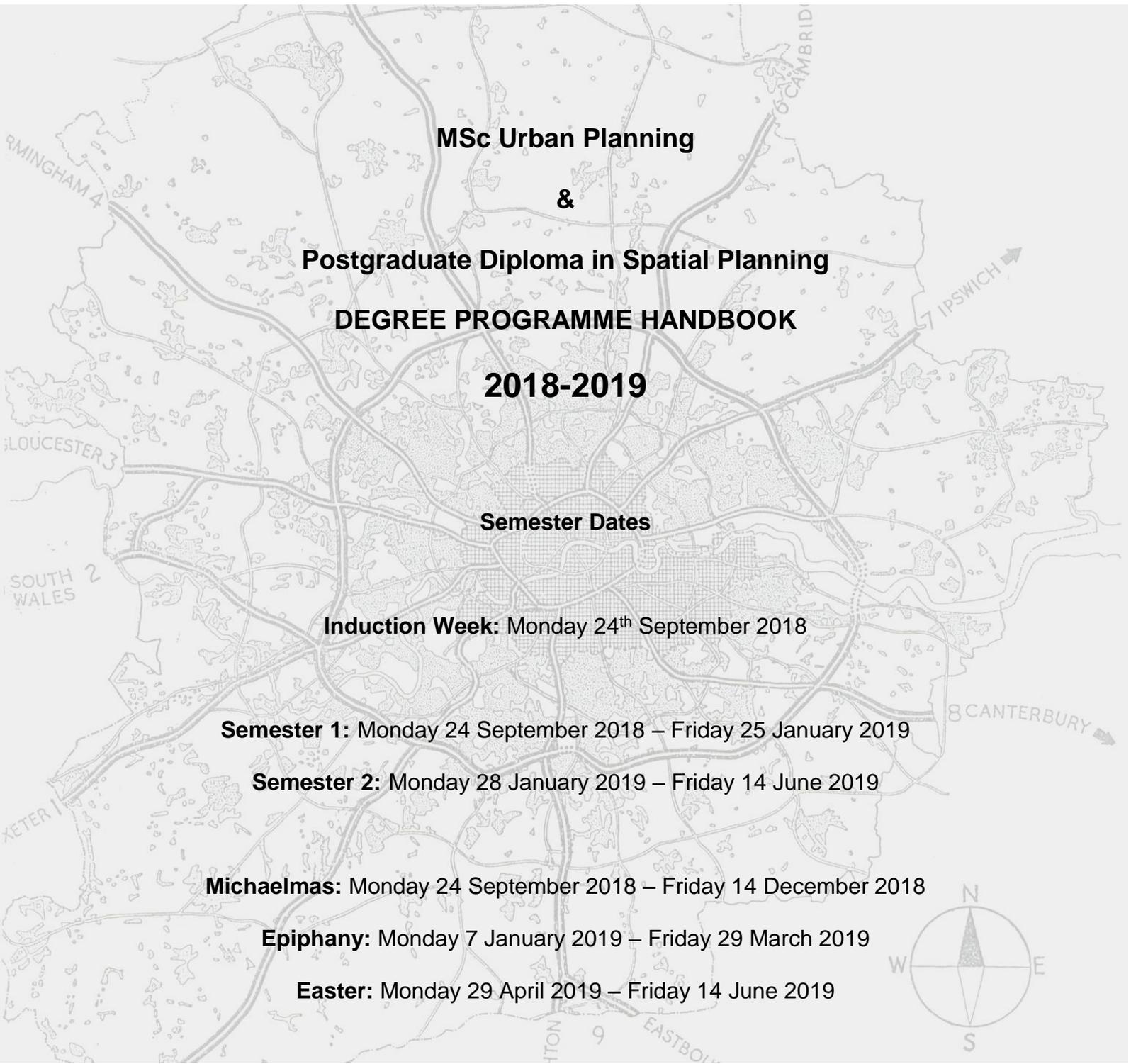
MSc Urban Planning

&

Postgraduate Diploma in Spatial Planning

DEGREE PROGRAMME HANDBOOK

2018-2019

Semester Dates

Induction Week: Monday 24th 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

MSc Urban Planning (Pg Diploma Spatial Planning)
Summary of programme commitments

The University's Student Charter is available on the internet at
http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter. 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 underline retain a copy for future reference.

Your attention is also drawn to the Student Charter Supplementary Statement of
Student Rights and Responsibilities. Further information on this can be found on
the university website.

Average number of contact hours for this stage / programme:	Approx. 12 hours per week during the semester (full-time students)
Mode of delivery:	Lectures, seminars, workshops, field visits, and other activities (students should check individual module information on Blackboard for the exact contact session format for each week).
Normal notice period for changes to the timetable, including rescheduled classes:	Please see the Postgraduate Taught Common Handbook
Normal notice period for changes to the curriculum or assessment:	Please see the Postgraduate Taught Common Handbook
Normal deadline for feedback on submitted work (coursework):	20 working days of the submission date, including non-term/semester periods but excluding closure periods and Bank Holidays.
Normal deadline for feedback on examinations:	No examinations for school modules

Professional Accreditation:	Royal Urban planning Institute (MSc Urban Planning has full accreditation. PgDip Spatial Planning has partial (spatial) accreditation only) http://www.rtpi.org.uk/ Royal Institute of Chartered Surveyors (MSc Urban Planning full accreditation for planning and development division subject to satisfactory completion of required optional modules http://www.rics.org/
Assessment methods and criteria:	Essay, coursework, seminar, poster presentation, report, dissertation. These vary by module and should be checked via Blackboard or the module catalogue: http://www.ncl.ac.uk/module-catalogue/ Please also see standards template at the end of this handbook
Academic guidance and support:	Dr Cat Button (cat.button@ncl.ac.uk) as Degree Programme Director. Raymond Abdulai (Raymond.Abdulai@newcastle.ac.uk) as Senior Tutor for the School.

Foreword

I would like to extend a warm welcome to all who are joining the School of Architecture, Planning and Landscape to undertake the MSc in Urban Planning or the Postgraduate Diploma in Spatial Planning.

Planning has been taught in Newcastle since the creation of the former Department of Town and Country Planning in 1946. The MSc and the Diploma are part of a long history of planning teaching in Newcastle and reflect the on-going development of the discipline as well as the changing institutional requirements of the Royal Town Planning Institute.

Newcastle is *the* regional planning school and is therefore of considerable significance to the profession in the region. We closely engage with the profession in the region and our range of connections with practice. At the same time, as part of our research and teaching endeavours we seek to engage beyond the region across the rest of the country, Europe and the globe.

Our aim in our accredited programmes is to intellectually challenge our students whilst giving them learning that is grounded in the realities of professional practice. We seek to advance the debate on place-making by developing analytical perspectives, design and planning approaches that will enable synergies between education, practice and policy making in the promotion of social cohesion, environmental sustainability and economic development. Key to our approach to planning education is to aim to produce professionals who can become ethically-aware 'reflexive practitioners' and to achieve this both through specific modules and embedding ethical issues in the curriculum more generally.

Undertaking and publishing research of international standing is central to the School's mission. We are committed to research that deepens our understanding of place and place making. At the same time, we firmly believe that the good quality teaching and learning is informed by current research. Furthermore, the School seeks to nurture the planning discipline by encouraging the best-suited students to enrol for research degrees. Planning staff are members of GURU (Global Urban Research Unit) http://www.ncl.ac.uk/guru/ one of the University's research centres.

Finally, I encourage you to take student membership of the RTPI and RICS.

Welcome to Newcastle and I wish you success with your studies!

Zan Gunn
Director of Planning Programmes
September 2018

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Key Contact Details

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

**Communications with students either individually or by group will usually
be by email. All students should therefore check their university email,
which can be accessed remotely, on a regular basis.**

1. INTRODUCTION

This Degree Programme Handbook outlines the general aims for the MSc and Diploma programme and lists the modules of the programme

- The Degree Programme Handbook should be read in conjunction with a number of other documents including 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 MSc and Diploma. These specific regulations consist primarily of a list of the modules which constitute that degree programme. The degree programme regulations can be found at https://www.ncl.ac.uk/regulations/programme/2018-2019/documents/53733393ProgrammeRegulationsV3.pdf

- The programme specifications for the MSc Urban Planning/Diploma in Spatial Planning https://www.ncl.ac.uk/regulations/programme/2018-2019/sapl.php

- 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

- 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 also see forms http://www.ncl.ac.uk/module-catalogue/)

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. PROGRAMME AIMS

Information on degree programmes is set out in programme specifications, approved by the University. Most of the relevant information from the specifications is set out in this handbook. The full programme specifications can be consulted here https://www.ncl.ac.uk/regulations/programme/2018-2019/sapl.php

The overall aims of the MSc and Diploma are:

1. To equip students with a broad understanding of urban planning that enables them to grasp the theoretical foundations of the discipline and the linkages between theory and practice
2. To develop intellectual, transferable and professional skills
3. To develop advanced research skills and the ability to critically evaluate and utilise current research
4. To critically engage with the complexity of decision making in the discipline and to demonstrate how the values and ethics of working as a professional planner inform sound judgements
5. To enable students to develop depth of knowledge and/or skills in particular areas of urban planning, underpinned by current and relevant research
6. To meet the professional requirements of the Royal Town Planning Institute (MSc as a 'combined programme', Postgraduate Diploma as 'spatial planning programme')
7. To meet the criteria for Level 7 qualifications as laid down in the QAA's National Qualifications Framework
8. To comply with University policy and QAA Codes of Practice

The intended learning outcomes of the programme are as follows:

A   Knowledge and understanding
On completing the programme students should:
A1. Demonstrate understanding of planning as a process concerned with managing and creating space and place
A2. Demonstrate an understanding of planning as a social science discipline and as a discipline that integrates design and place, economic issues relating to development, environmental challenges and legal and institutional frameworks
A3. 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
A4. Demonstrate an understanding of the complexities of planning issues and problems and be able to integrate different areas of the curriculum
A5. Demonstrate an understanding of theory and make appropriate connections between theory and practice
A6. Demonstrate an understanding of the complexities of sustainable development and the relationship between social, economic, cultural and environmental aspects of sustainability and be able to identify the planner's role on supporting sustainability agendas
A7. Demonstrate depth of knowledge in selected areas of planning

B   Intellectual Skills
On completing the programme students should be able to:
B1. Critically evaluate arguments within planning and for planning as a process for managing change
B2. Demonstrate an ability to critically analyse values and ethics in planning

C   Practical Skills
On completing the programme students should be able to:
C1 Formulate and propose cogent policies, strategies and course of action as responses to planning problems

C2.Evaluate and effectively utilise a variety of plan and policy making methods and processes
C3. Identify appropriate methods for planning oriented research

D   Key (transferable) skills
On completing the programme students should be able to:
D1 Work effectively alone and in a team
D2 Take responsibility for his/her own time management, learning and professional development
D3 Communicate ideas and concepts clearly in a range of formats

3. THE STRUCTURE OF THE PROGRAMME

The MSc Urban Planning is a 180 credit, 12 month programme. The Postgraduate Diploma has the same taught components but omits the dissertation. Both can be undertaken on a part-time basis over a minimum of 24 or 21 months for the MSc and Postgraduate Diploma respectively. 10 credits represent 100 hours of total student time. This may include 20 hours of staff contact - although there is variation between modules. It will also include time for assessment, and for 'self-organised' study. Self-organised, or self-directed study can include reading, writing and note making, photography and sketching, site visits, watching and reviewing DVDs or other media, self-organised group discussions with fellow students or even simply THINKING! Please refer to each module hand out at the start of the semesters for further ideas.

The programme aims to both build core knowledge and skills and spatial planning and specialist planning knowledge and skills in selected area(s) of study. The latter is emphasised in the MSc with the inclusion of a 60 credit dissertation.

The majority of the programme consists of a series of compulsory modules, to meet the professional requirements of the Royal Town Planning Institute and if chosen the Royal Institution of Chartered Surveyors. 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 sustainability. A 20 credit project-based module brings this knowledge together and applies 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 selected area(s) of study. During Induction Week students must select a specialist pathway. These pathways allow you to focus on your interests and tailor your degree programme to fit your future career (see details below). A further key part of specialisation for MSc students is the 60 credit Dissertation that you will begin to develop a proposal for in semester one.

The Postgraduate Diploma, as well as standing as a free-standing qualification, is designed to link to specialist Masters programmes within the School and University together to form a 'combined' route for RICS and/or RTPI accreditation purposes.

All MSc Urban Planning students shall complete the following compulsory modules:

Semester 1	Semester 2	Summer
TCP8001 Planning Frameworks (10 credits)	TCP7021 Spatial Strategies (20 credits)	TCP8099 Dissertation (60 credits)
TCP8902 The Reflexive Practitioner (10 credits)	TCP7023 Economics of Development (10 credits)	*Please note students can only progress to dissertation after passing TCP8911*
TCP8034 Planning and Sustainability (10 credits)	TCP8939 Planning, Power, People (10 credits)	
LAW8147 Introduction to Planning Law (10 credits)		
TCP8911 Research Design (10 credits)		

Students must then choose one specialist pathway from the list below:

Development

Semester 1	Semester 2
CEG8709 Introduction to Surveying for Town Planning (10 credits)	TCP8950 Valuation and Appraisal for Planning (10 credits)
	TCP8953 Back to the Future (10 credits)

This pathway provides students with RICS <u>and</u> RTPI accreditation.

Global Development

Semester 1	Semester 2
TCP8921 Globalisation and Social Justice (10 credits)	TCP8920 Globalisation and Social Justice Project (10 credits)
	TCP8954 Housing and Settlements (10 credits)

Regeneration

Semester 1	Semester 2
TCP8917 Regeneration Places (10 credits)	TCP8918 Regenerating Places Project (10 credits)
	TCP8953 Back to the Future (10 credits)

Conservation

Semester 1	Semester 2
TCP7024 Conservation and the City (10 credits)	TCP8912 Conservation and the City Project (10 credits)
	TCP8955 Perspectives on Heritage Practice (10 credits)

Green Infrastructure and Landscape Planning

Semester 1	Semester 2
TCP8096 Green Infrastructure and Landscape Planning 1 (10 credits)	TCP8097 Green Infrastructure and Landscape Planning 2 Project (10 credits)
	TCP8003 Engaging with Information Sources in Planning (10 credits)

THE PART-TIME ROUTE

For students undertaking the programme part-time dual accreditation is available but this leads to a credit imbalance and day release time-tabling cannot be guaranteed. The sequencing of compulsory modules will normally be as follows:

Semester 1	Semester 2	Semester 3	Semester 4	Summer
TCP8001 Planning Frameworks (10 credits)	TCP7021 Spatial Strategies (20 credits)	TCP8034 Planning and Sustainability (10 credits)	TCP7023 Economics of Development (10 credits)	TCP8099 Dissertation (60 credits)
TCP8902 The Reflexive Practitioner (10 credits)	TCP8939 Planning, Power and People (10 credits)	LAW8147 Introduction to Planning Law (10 credits)		*Please note students can only progress to dissertation after passing TCP8911*
TCP8911 Research Design (10 credits)				

Specialist pathway modules will then be studied in semesters 3 and 4

4. TEACHING

4.1 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 self-directed learning through library studies, etc.

Some modules, or parts of modules, will be taught to students from different disciplines. This is not only a way of producing teaching efficiencies but also an

integral part of a modularised academic community and in some instances is deliberately used to foster inter-disciplinary learning.

4.2. PROJECT WORK

TCP7021 Spatial Strategies is a major 20 credit project based module. For this module students will work in small groups. It is expected that students will meet to work as a group on days other than the normal lecture days but will be mindful of part-time students and their professional work commitments. All students are expected to contribute fully and equally to the groups work. This module is assessed by a group report. Each group member's contribution must be clearly evident. While we hope to be able to allocate an overall group mark, this is not always possible and individuals will receive the mark which their contribution warrants.

4.3 STUDY VISIT

You have the choice to take part in an optional study visit during semester 2. The International study visit to India (typically based in Dehli) takes place in semester 2, usually during the first 10 days of the Easter vacation. Further details of timing will be made available as soon as possible. The field trip is led by Dr Cat Button and places on the trip are offered across the pgt community and booked on a first to sign-up basis.   Students are responsible for all costs associated with field trips.

If you need a visa for any field trip study visit please apply early as these can take many weeks to be issued, but please do so only after confirmation of your place from Dr Cat Button. You are each responsible for checking visa requirements and obtaining your own visa where necessary.

4.4 DISSERTATION

The initiative for choice of topic rests with the student, although seeking advice from the co-ordinator and subject staff is encouraged. The dissertation builds in particular from TCP 8911 Research Design. Students are required to pass the TCP 8911 assessment before progressing to the dissertation; this means that for any fail mark of TCP8911 a re-sit during semester 2 will be offered to enable the student to progress. The RTPI is concerned that students develop a coherent depth of study and therefore the dissertation should also normally relate to the specialism that students have begun to develop through the modules Conservation, Regenerating Places, Landscape Planning and Sustainability, Globalisation and Social Justice and Cities, Security, Resilience.

All candidates are allocated a dissertation mentor who will offer advice on the proposal, methodology and data collection, but who is not expected to offer an unofficial assessment of a final draft before submission. It is the responsibility of the student to arrange appointments with their mentor and to seek their mentor's advice. Please ensure you refer to the dissertation handbook for guidance regarding word length, and procedures for the dissertation's submission and the submission date.

5. PROGRAMME CONTENT

The University's official Module Outline Forms can be viewed through at the following link; http://www.ncl.ac.uk/module-catalogue or https://apps.ncl.ac.uk/mofs . The text below summarises some of the key aims of modules. Generally much more information on modules will be provided by module leaders upon the commencement of a module.

5.1. COMPULSORY MODULES

TCP 8001 PLANNING FRAMEWORKS (10 credits)
Planning Frameworks introduces the UK planning system and the governance structure within which it operates. It considers the systems evolution, its operation, the stakeholders that have an interest in the system and their rights, and contemporary issues about how the system may develop and change. Planning Frameworks 1 provides a framework on which a detailed knowledge can be built.

TCP 8939 PLANNING, POWER AND PEOPLE (10 credits)
This module introduces students to key ideas, debates and shifts in planning theory through addressing the idea of power in the planning process. It considers the ways in which different theories of planning (and policies based on them) engage (or not) with ideas of power and ascribe different roles to planning professionals and citizens alike.

The module asks students to 'think through' theory and will help generate (especially when taken in conjunction with other modules on SAPL's masters programmes) a reflexive understanding of the ideas that underpin planning systems and planning practice. It will also engender a theoretical and practical understanding of the need to engage with power inequalities in and through the planning process.

TCP 8902 THE REFLEXIVE PRACTITIONER (10 credits)
The Reflexive Practitioner is a module which links planning practice to theoretical and practical concepts of ethics and professionalism in a real-world context. In this module students learn about differences between reflection and reflexion, between morals and ethics, between the right and the good as applied in a variety of circumstances.

TCP 7023 ECONOMICS OF DEVELOPMENT (10 credits)
This module allows students to develop a detailed theoretical and practical understanding of the economics of the development process. On completion, students will be able to apply a broad variety of economic techniques to the planning and development process, thus providing them with an enhanced understanding of both the market for development and the policy environment within which it operates.

TCP 8911 RESEARCH DESIGN (10 credits)
This module prepares students to undertake research for their final dissertation and for planning policy development and practice. It explores a range of approaches the design and undertaking of methodologically robust research. It raises students' awareness of the rigorous standards expected of both practice and academic research. The module also helps students identify and refine their

final dissertation topic. This module must be passed before the student can progress to dissertation study.

TCP 7021 SPATIAL STRATEGIES (20 credits)

This module provides some ideas and skills for thinking about planning interventions. It introduces some socio-spatial and process ideas on how and why to develop spatial strategies. You will work in groups on a very intensive project to develop a spatial strategy for your given area of Newcastle or Gateshead. Through attending lectures, workshops and site visits and through working on this strategy, you will have the opportunity to develop these skills and understandings.

TCP 8034 PLANNING AND SUSTAINABILITY (10 credits)

The module focuses on the relationship between planning and sustainable development. It explores the role of land use planning, urban design, transport and planning practice in adapting to or mitigating for the negative effects of development. It looks at issues relating to climate change, including clean and renewable energy.

TCP 8099 DISSERTATION (60 credits) (MSc students only after passing TCP8911)

The dissertation provides students with an opportunity to undertake an original piece of spatial planning research. Building on the taught sessions in semester 1 in TCP8911 Evaluation, Analysis & Research students are expected to develop an analytical piece of work, which poses a research question, and which is evaluated according to explicit and measurable criteria. Students are counselled on appropriate topics drawing from the research strengths of the School and their choice of option/ individual project. Dissertation topics are subject to the approval of the module leader.

5.2. Specialist Pathways

The remaining optional modules relate to your chosen planning specialisation that you wish to follow throughout your degree you must choose:

__Either__

DEVELOPMENT
TCP8950, TCP8953 and CEG8709

TCP8950 Valuation and Appraisal for Planning. This module will provide an introduction to the practical, legal and professional dimensions of the basic work of surveying in relation to planning and development. It will meet the requirements of the Royal Institute of Chartered Surveyors in introducing students to key issues in the measurement and valuation of land and property and the production and understanding of development appraisals. These areas of skills and knowledge will be conveyed in the context of reflexive professional practice through case examples and exercises. The module will provide a forum for contextualising knowledge of regulation and practice in the field of planning gained from other modules within a context of working within or alongside the surveying profession.

TCP8953 Back to the Future. The module draws together academic insights into issues of regeneration governance with a student-directed approach, which is intended to tailor independent learning to areas of greatest personal or practical benefit for those involved. The academic content of the module will cover issues ranging from the emergence of a democratic deficit in local government through to the use of 'localist' ideas by advocates from across the political spectrum in an attempt to address this. Elaboration of, and critique of, various localisms will also be used to stimulate debate about the potential for a rebirth or reconstruction of common ownership, local democracy and endogenous forms of economic growth rooted in locations beyond or at arm's length from the state.

CEG8709 Introduction to Surveying for Town Planning. This module introduces students to the instrumentation and observation procedures utilised in modern surveying practice. The construction and operating principles of survey levels, theodolites, electromagnetic distance measurement (EDM) equipment, total stations and global navigation satellite systems (GNSS), including the global positioning system (GPS), are all introduced in the lecture programme. Supporting practicals, that complement the theory taught in lectures, provide students with hands-on experience.

<u>or</u>

GLOBAL DEVELOPMENT
TCP8920, TCP8921 & TCP8954

TCP8921 Globalisation and Social Justice. This module offers an opportunity to explore the implications of physical, social and economic change on cities of the Global South. It takes the multi-dimensional concept of social justice as a guiding framework within which too understand the way these changes have impacted on people, lifestyles and environment.

TCP8920 Globalisation and Social Justice Project. The module offers an opportunity to explore the relationship between globalization, urban planning and social justice in the context of a specific developing country through group and individual project work. It involves a combination of lectures with project work. It offers the opportunity to test the transferability of skills and practices learned in the first semester to a developing countries context. The module is particularly suitable for UK and overseas students wishing to engage in planning and urban development in developing countries. The example of India will be used to illustrate some of the issues, drawing on staff research, with additional discussions of other countries

TCP8954 Housing and Settlements. One of the most pressing problems facing developing cities in the global south are those brought about by rapidly increased demand for affordable housing, failure of the housing supply systems and resulting sprawling informal settlements. There are between 100 million and one billion people classed as homeless in the world, a vast number of whom as a result of their abjectly inadequate housing. However, despite the international pressure to address the problem of inadequate housing, governments seem unable to either stimulate affordable housing supply at scale or improve existing informal housing. This module explores the role of planning in supporting the development and improvement of housing, especially for low income groups.

Students demonstrate learning through a major project to develop a strategy for either settlement upgrading or housing development for low income households, or the production of a draft housing policy for their own country.

or

REGENERATION
TC8917, TCP8918 & TCP8953

TCP8917 Regeneration Places. This module aims to develop knowledge about ideas and alternative policy approaches in the field of regeneration (regional, urban and rural). To develop a sound understanding of both the potential and limitations of regeneration policy, as well as the wider socio-economic, political and culture contexts within which such policy is both developed and applied.

This is an individual, project-based module. The framework for the project is relatively flexible but will need to be fully discussed and agreed with the tutor in advance. Projects will need to directly relate to one or more of the underlying themes covered in the lecture programme. But the context used to explore and illustrate these themes can be flexible; students may wish to either stay within the content covered during contact sessions or draw directly on their own experiences/areas of interest.

TCP8918 Regenerating Places Project. To develop knowledge about ideas and alternative strategic approaches in the field of regeneration (regional, urban and rural). To develop a sound understanding of both the potential and limitations of applied regeneration strategy, as well as the wider socio-economic, political and culture contexts within which such activities are both developed and applied.

This is an individual, project-based module which focuses on the strategic application of some of the policy principles examined in earlier modules. The framework for the project is highly flexible and needs to be student-led, although project content will need to be fully discussed and agreed with the tutor in advance.

Projects will need to directly relate to one or more of the underlying themes covered in the lecture programme. But the context used to explore and illustrate these themes can be flexible; students may wish to either stay within the content covered during contact sessions or draw directly on their own experiences/areas of interest.

TCP8953 Back to the Future. The module draws together academic insights into issues of regeneration governance with a student-directed approach, which is intended to tailor independent learning to areas of greatest personal or practical benefit for those involved. The academic content of the module will cover issues ranging from the emergence of a democratic deficit in local government through to the use of 'localist' ideas by advocates from across the political spectrum in an attempt to address this. Elaboration of, and critique of, various localisms will also be used to stimulate debate about the potential for a rebirth or reconstruction of common ownership, local democracy and endogenous forms of economic growth rooted in locations beyond or at arm's length from the state.

or

CONSERVATION
TCP7024, TCP8912 and TCP8955

TCP7024 Conservation and the City. Since the 1980s conservation of the historic environment has been established as a virtually unchallenged planning policy. Whilst this applies in cities, towns, villages and the countryside this module looks at conservation principally through the lens of the city. Cities present a particularly complex and rich cultural heritage & are perhaps the site of greatest conflict. The module will be a mixture of quite theoretical & very practical perspectives on the nature of the historic city, how planning for it has developed, why we conserve it and who for.

TCP8912 Conservation and the City Project. This module 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.

TCP8955 Perspectives on Heritage Practice. To develop knowledge of the roles heritage may play in urban management processes. To develop a critical appreciation of heritage management practice. To develop basic skills in formulating place-based heritage strategies

or

GREEN INFRASTRUCTURE and LANDSCAPE PLANNING
TC8096, TCP8097 & TCP8003

TCP8096 Green Infrastructure and Landscape Planning 1 aims to introduce students to contemporary theory and methods relating to landscape planning. In studying this module students will answer the following key questions: What is landscape planning? How does it differ from landscape design, assessment etc.? Why is it useful? How does it fit in with cognate disciplines such as Planning and Architecture? The project module will allow students to follow up and deepen their understanding of landscape planning and landscape planning issues gained in semester 1.

TCP8097 Green Infrastructure and Landscape Planning 2 Project will allow students to follow up and deepen their understanding of landscape planning and landscape planning issues gained in semester 1. Students will work on a project for which they will write the brief. Students may work in groups or individually, but where the work is predominantly group work a clear individual contribution must be shown. Students will present their work at key stages for review during the semester.

TCP8003 Engaging with Information Sources in Planning. A critical awareness of the processes of environmental knowledge production is developed through an examination of various sources of information. Information about environmental issues often comes from varied and contradictory sources, and this module aims to develop in students the skills to be able to reflect upon and evaluate them in an increasingly sophisticated way

6. The Royal Town Planning Institution (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 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 MSc degree you may wish to gain membership of the Institute (Chartered Town Planner status). In order to achieve this you must register with the Institute and become a Licentiate member and undertake the Assessment of Professional Competence (APC). All information on this route, including full guidance, is available at http://rtpi.org.uk/membership/

7. Royal Institution of Chartered Surveyors (RICS)

Through completing the MSc Urban Planning (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.

Once you have successfully completed your MSc degree you may wish to gain membership of the Institute (Chartered Planning and Development Surveyor status, and become a member of the Institute). In order to achieve this you must register with the Institute and undertake the Assessment of Professional Competence (APC) whilst in employment. All information on this route, including full guidance, is available at http://www.rics.org/uk/join/student/get-chartered/

8. External Examiners

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.

For 2018-19 the examiners for MSc Urban Planning and Postgraduate Diploma Spatial Planning are:

Academic: Prof Geraint Ellis, Queens University, Belfast

Planning Professional: Ms. Victoria Hills, Royal Town Planning Institute

Please remember that it is inappropriate for students to make direct contact with an External Examiner, in particular regarding their individual performance in assessments, and that alternative mechanisms are available such as an appeal or complaint.

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 invited to meet with an external examiner to discuss the programme to provide an opportunity for External Examiners to evaluate the student experience and to provide general feedback on the degree programme.

9. **Additional information in the APL Postgraduate Common Handbook**

The Postgraduate Common Handbook can be found on the school web-site at https://www.ncl.ac.uk/apl/students/handbooks/ or you can obtain a hard copy from your Programme Secretary. This contains useful information about:

- University Timetables
- Attendance and absences
- Student Self Service Portal (S3P) https://s3p.ncl.ac.uk/login/welcome.aspx

Student Support
- Personal Tutoring
- Peer Mentoring
- Other Sources of Support in Your School
- Student Services (King's Gate)
- Student Advice Centre

What to do if things go wrong

https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.ht m
- Personal Extenuating Circumstances
- Change of Circumstances (Transfer, Suspend Studies or Withdraw)
- Complaints and Appeals

Assessment and Feedback
- Coursework Submission
- Late Submission of Assessed Work
- Examinations
- Feedback on Assignments
- Marking Criteria
- Marking and Moderation Processes
- How Assessment Affects Your Progress
- Assessment Irregularities and Disciplinary Procedures

Student Feedback Mechanisms
- Module Evaluations
- External Surveys
- Student Representation on Committees

Resources Tools for Study and Revision
- University Library
- Writing Development Centre
- INTO Newcastle In-Sessional English/ Language Support
- Maths-Aid
- Computing Facilities
- Careers Service
- Health and Safety

Additional University Contact Information
- Additional Contact Information

APPENDIX A

Standards Template for MSc Urban Planning

	Pass	Merit	Distinction
Knowledge and understanding of:	A good knowledge and understanding of urban planning at an advanced level	A very good knowledge and understanding of urban planning at an advanced level	An excellent knowledge and understanding of urban planning at an advanced level
	A good knowledge and understanding of the concepts, methods and techniques used to advance scholarship in urban planning	A very good knowledge and understanding of the concepts, methods and techniques used to advance scholarship in urban planning	An excellent knowledge and understanding of the concepts, methods and techniques used to advance scholarship in urban planning
	A good knowledge and understanding of how such concepts, methods and techniques are applied to create and interpret knowledge in urban planning	A very good knowledge and understanding of how such concepts, methods and techniques are applied to create and interpret knowledge in urban planning	An excellent knowledge and understanding of how such concepts , methods and techniques are applied to create and interpret knowledge in urban planning
Skills and abilities:	A good ability to critically evaluate current research an advanced scholarship in urban planning	A very good ability to critically evaluate current research an advanced scholarship in urban planning	An excellent ability to critically evaluate current research an advanced scholarship in urban 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

CLASS OR GRADE	MARK RANGE	EXAMS	PROJECTS/ ESSAYS/ REPORTS	DISSERTATION	DESIGN PROJECT WORK
DISTINCTION	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	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	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. Larks the sharpness of analytical edge found with Distinction.	Good/ very good and competent throughout, occasionally transcended. Confident resolution of the problems/issues.
PASS	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.
http://www.ncl.ac.uk/module-catalogue/