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| 1 | Awarding Institution University of Newcastle |
| 2 | Teaching Institution University of Newcastle |
| 3 | Final Award Postgraduate Certificate |
| 4 | Programme title European Spatial Planning |
| 5 | Programme Accredited by: not applicable |
| 6 | UCAS Code not applicable |
| 7 | QAA Subject Benchmarking Group(s) not applicable |
| 8 | Date of production/revision November 2004 |

9 Programme Aims:

To provide high level teaching and extended research supervision in European spatial planning and development for PhD level students.

To bring together students from around the world in an intensive 3 to 4 months period of teaching, seminar discussions and thesis supervision

To create synergies in teaching and post-graduate research supervision between faculties at universities in a number of European countries with different backgrounds in spatial development analysis and planning

To aid students in the development of their PhD research proposal

To contribute to the University's objectives by providing high quality research training to an increasing number of postgraduates (Institutional Plan, 6.7 (ii) and (iii)).

To meet the requirements of an M level qualification as defined by the Framework for Higher Education Qualifications

To conform to University policies and to QAA codes of practice

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

- 1 An integrated conceptual understanding of the major theories of spatial development at various spatial levels: international, national, regional and local
- 2 Critical understanding of major theories of, and approaches to, spatial planning and regional policy in Europe and the development of the European Spatial Development Perspective.
- 3 A conceptual framework for comparative analysis of spatial development and territorial governance and awareness of a range of European case studies.

B Subject-specific/professional skills

- 1 Development and refinement of a research topic through student seminar presentations, staff feedback and the linking of student research topics to theoretical frameworks and international comparative case studies
- 2 Ability to understand complexity of and to synthesise comparative international experience

C Cognitive skills

- 1 Application of theory to analysis of case studies
- 2 Ability to critically assess research proposals

D Key (transferable) skills

- 1 Experience of student-led, interactive learning between disciplines and between different national and regional contexts
- 2 Development of capacity to take responsibility for independent learning
- 3 Ability to provide verbal presentation and explanation of a research proposal

| 10(b) | Programme Intended Learning Outcomes: | Teaching and Learning Methods and Strategies |
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| A | Knowledge and understanding | |
| 1 | An intensive programme of interactive lecture and workshops with a team of leading academics/researchers drawn from a number of European countries | |
| 2 | “ | |
| 3 | “ | |
| B | Subject-specific/professional skills | |
| 1 | Student seminar presentations, staff feedback and the linking of student research topics to theoretical frameworks and international comparative case studies through staff feedback | |
| 2 | Interactive lectures and workshops provided by academics/researchers drawn from a range of European countries using research-based case studies to illustrate theoretical and conceptual developments | |
| C | Cognitive skills | |
| 1 | Application of theory and learning from case study examples to development of research proposals | |
| 2 | Staff-student and student-student interaction in lectures, workshops and seminars | |
| D | Key (transferable) skills | |
| 1 | Staff-student and student-student interaction in lectures, workshops and seminars | |
| 2 | Student responsibility for developing research proposal which is refined through an iterative process of discussion in seminars | |
| 3 | Presentations made by students in research seminar series | |

| 10(c) Programme Intended Learning Outcomes: | Assessment Strategy and Methods |
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| A Knowledge and understanding | |
| | Assessment of all learning outcomes through three (one per module) pieces of written work, each equivalent to 3,000 word essay. Assessment criteria will emphasise the application of appropriate theoretical and conceptual frameworks to the analysis of policy issues |
| B Subject-specific/professional skills | |
| 1 | Not directly assessed, the development and refinement of the student's research proposal to which the programme contributes will normally ultimately be assessed through the examination of their PhD or other research degree thesis at the University at which they are registered. |
| 2 | Assessed through written assignments |
| C Cognitive skills | |
| 1 | Assessed through written assignments |
| 2 | Developed through student-student interaction in seminars, not directly assessed |
| D Key (transferable) skills | |
| 1 | Not directly assessed |
| 2&3 | Constructive feedback provided by staff in research seminars |

| 11 Programme Curriculum, Structure, and Features: | |
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| Units of Study | Credits |
| TCP914: Social and Economic Development in Europe | 20 |
| TCP915: Spatial Planning Theory and Practice | 20 |
| TCP916: Urban and Regional Development Planning | 20 |
| All modules are compulsory | |
| Modules are delivered sequentially in the order listed above | |

12 Criteria for Admission:

GCSEs required

N/A

A-Level Subjects and Grades

N/A

Alternative entry qualifications

N/A

Admissions policy

Admission will normally be open only to students undertaking a research postgraduate degree in urban and spatial planning or a cognate discipline at a University in the UK or elsewhere in the world.

Arrangements for non-standard entrants

Applicants not currently undertaking a research postgraduate degree but with appropriate alternative research, academic or professional experience will be considered on an individual basis

Any Additional Requirements

No additional requirements

13 Support for Students and their Learning:

Induction

Students will be a combination of those already studying for a PhD or other research degree at Newcastle with postgraduate students from other universities within the UK and overseas. The main purpose of induction activities for the group as a whole will be to introduce them to each other and the academic staff working on the programme by way of a social and introductory meeting. Those attending from a University elsewhere will be familiarised with Library and Computing facilities by the director of the programme

Study skills support

The interactive workshops on the development of research proposals will provide the main element of study skills development within the programme. Additional tuition in research methods is available to meet the requirements of individual students through participation in research methods modules and/or consultation with members of teaching team

Academic support

The key resource in the provision of academic support is the team of experienced academic and researchers in the field of spatial planning working at Universities in a number of European countries who contribute to the teaching of the programme and the interactions with students and are available for individual consultation with students

Pastoral support

Pastoral support for students from outside the University will be provided by the director of the programme. For research students undertaking the programme who are registered with the University their research supervisor will continue to provide pastoral support, in liaison with the director of the programme.

Support for Special Needs

The School will, in liaison with the University Disability Unit, make arrangement to meet the needs of any student with a special needs.

Learning resources

Students from outside the University will have access to the Robinson Library and University computer clusters.

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

Module and Programme reviews (include Annual Monitoring and Review)

Individual modules and the programme as a whole are reviewed annually at a Review Meeting held on completion of the programme. All staff and students are invited to attend. Those unable to attend can provide comments in writing. A Report on the programme with suggested amendments is then prepared by the Programme Director and will be reported to the Board of Studies for Postgraduate Programmes in Planning

External examiner reports

The academic External Examiner for Postgraduate Taught Programmes in Planning will be the External Examiner for the programme. The Report of the External Examiner will be received by the Board of Studies for Postgraduate Programmes in Planning and reported to FTLC

Accreditation reports

The programme is not subject to external accreditation

Student evaluations

Students are invited to play a full part in the process of module and programme review described above, which is intended to reflect the collaborative and interactive ethos of the programme as a whole.

Feedback Mechanisms

Feedback to School Postgraduate Board of Studies in the form of an annual Report on the programme.

Faculty and University Review Mechanisms

The programme will be included in the University Internal Subject Review process of Planning subjects in 2004/5

15 Regulation of Assessment

Pass Marks

The pass mark for all modules is 50%

The Certificate will be awarded at Pass level only

Course Requirements

There are no special requirements

Weighting of Stages

N/A

Common Marking Scheme

Role of the External Examiner

External Examiners will monitor standards and ensure that standards achieved are appropriate and comparable to those in other institutions

16 Indicators of Quality and Standards:

Professional Accreditation

N/A

Internal Review Reports

The programme will be included in future Internal Subject Reviews relating to Planning programmes within SAPL

Previous QAA Reports

The programme has not been subject to previous QAA reports

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report