

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Diploma Town Planning Diploma Town Planning (Urban Conservation)
4	Programme Title	K497
5	UCAS/Programme Code	
6	Programme Accreditation	Royal Town Planning Institute Institute of Historic Building Conservation (Urban Conservation route only)
7	QAA Subject Benchmark(s)	None as Yet
8	FHEQ Level	
9	Date written/revised	11/04

10 Programme Aims

Developing from an undergraduate degree in planning, the programme aims to:

1. develop an understanding of the values and ethics of working as a professional
2. enable students to develop depth of knowledge and/or skills in particular areas of town planning, underpinned by current and relevant research
3. develop both transferable and professional skills
4. develop research skills
5. allow students the possibility of spending one semester in another European country (not Diploma Town Planning – Urban Design route)
6. meet the professional requirements of the Royal Town Planning Institute
7. meet the appropriate criteria as laid down in the QAA's National Qualifications Framework
8. comply with University policy and QAA Codes of Practice
9. introduce students to professional practice and to obtain practice experience

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should:

1. Demonstrate understanding and critical thinking of planning as a form of action concerned with managing and creating space and place
2. Evaluate arguments for planning as a form of action within processes of change
3. Demonstrate an understanding of planning as a social science discipline and as a discipline that integrates concern with design and place, economic issues relating to development, environmental challenges and legal and institutional frameworks
4. 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
5. Demonstrate an understanding of the complexities of planning issues and problems and be able to integrate different areas of the curriculum
6. Demonstrate an understanding of theory and make appropriate connections between theory and practice.

7. Demonstrate a critical understanding of values, ethics and professionalism in planning
8. Demonstrate depth of knowledge in selected areas of planning

Teaching and Learning Methods

The primary means of conveying knowledge and understanding is through lectures (K&U 1-8). The general use of 2 hour teaching blocks enable these lectures to be interactive and often in workshop mode. In addition K&U 2, 5 & 8 are taught partly through project work with students working on specific planning problems. Throughout the programmes the students are expected to supplement their classroom work with independent reading. The programme is mostly supported with material on Blackboard. In attaining K&U2, 3, 5 & 8 Diploma students undertake independent research with appropriate supervision from staff

Assessment Strategy

Knowledge and understanding of subject are tested in a variety of ways. Generally these are assessed through course work or written examination (K&U 1–8). In most cases there is one major assessment (coursework or examination) per module. Course work tests ability to research and reflect on material often gained largely in private study while examinations test ability to bring together material from the whole module in succinct arguments.

Intellectual Skills

On completing the programme students should be able to:

1. Define and analyse problems effectively and appropriately
2. Make effective use of evidence and information
3. Articulate reasoned arguments
4. Develop research skills and experience in the context of the school's research interests
5. Evaluate arguments for planning as a form of action within processes of change
6. Demonstrate a critical understanding of values, ethics and professionalism in planning

Teaching and Learning Methods

Cognitive skills are developed through research projects (IS 1 & 4); supervisions (IS 1, 3 & 4); group project work (IS 2); seminars (IS 6) and teaching of computer packages for analysis (IS 2). Diploma students are expected to undertake independent research having framed their own research questions. The emphasis in cognitive skill development is to learn by doing.

Assessment Strategy

Cognitive skills IS 1–4 are largely assessed through course work including essays and reports (IS 1 & 2), project work based on field work (IS 4); group presentations (IS 2); seminar papers (IS 3 & IS 6). IS 3 is also tested by written examination.

Practical Skills

On completing the programme students should be able to:

1. Formulate and propose cogent policies, strategies and course of action as responses to planning problems
2. Evaluate and effectively utilise a variety of plan and policy making methods and processes

Teaching and Learning Methods

Subject specific skills are introduced and developed through project work where students work in teams to solve problems and present ideas for action (PS 1-2). Students are encouraged and expected to undertake field-work to develop their skills.

Assessment Strategy
These skills are tested in project work presentations and coursework.
Transferable/Key Skills
On completing the programme students should be able to: <ol style="list-style-type: none"> 1. Effectively and fluently communicate information, ideas, principles, arguments and proposals through written, graphic, oral and electronic means, and demonstrate effectively, written, numeracy, oral, IT and information literacy skills. 2. Work effectively individually and in groups 3. Develop personal self-management skills such as setting priorities and time management
Teaching and Learning Methods
Transferable skills are well embedded in the programme and are taught and developed in seminars and project work (T/K 1, 2 & 3). In addition the ability to work effectively in groups is developed through project work and seminars. This development of transferable skills is encouraged through course work (T/K 1, 2 & 3) and through group activities such as project work.
Assessment Strategy
Assessed by examination, essay writing, report writing, seminar papers, application of statistical tests to problems, dissertation. T/K 2 is assessed through project work (including peer evaluation of group projects) and group presentations.

12 Programme Curriculum, Structure and Features																		
Basic structure of the programme																		
The Postgraduate Diploma Town Planning is a two year course which builds on to core knowledge and skills developed during a three year undergraduate programme. The first year is normally spent in employment; the second year consisting of 120 credits, which may also be undertaken on a part-time basis.																		
Information on the programming of the following modules can be found in the programme handbook.																		
Diploma Town Planning (Stage 2): Compulsory Modules																		
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Diploma Town Planning Urban Design Route (Stage 2) : Compulsory Modules

<i>Code</i>	<i>Credits</i>	<i>Descriptive title</i>
TCP8902	(10)	The Reflexive Practitioner
TCP8027	(20)	Practice Issues Report
TCP8052	(10)	Urban Design Seminars
TCP8040	(10)	Cities and Buildings
ARC8045	(30)	Urban Design Project 1
ARC8063	(20)	Urban Design Project 2
ARC8665	(20)	European Study Visit: City & Culture

Optional Modules

For standard route and Socrates exchange route students are required to choose a further 10 credit module from a range of options.

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

The programme taken is dependent on the route taken, with TCP8902 The Reflexive Practitioner and TCP8027 Practice Issues Report being the only modules consistent across all routes. The emphasis is on enabling students to develop their own specialist planning knowledge and skills in selected area(s) of study. This is possible both through the specialist modules of the individual route and through the student centred module of the Practice Issues Report and their options. Within the Diploma Town Planning route, students are also able to specialise through the TCP8025 Linked Research Project and TCP8026 Consultancy Project.

Distinctive features of Newcastle's Diploma are that

- the first year is normally spent in employment
- students continue to have opportunities to work directly with practitioners through the Consultancy Project.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

a) Entry into the Dip TP Programme is offered to all who complete the Newcastle BA (Hons) Town Planning with at least a lower second class honours Degree.

b) Holders of other RTPI accredited degrees may be accepted on to the programme. However, any such transfer must be approved in advance by the RTPI, to assure accreditation.

Admissions policy/selection tools

Non-standard Entry Requirements

Additional Requirements

Level of English Language capability

14 Support for Student Learning

Induction

During the first week of the first semester students are induced into the University, the School and their programme. This is combined with social events for students to get to know each other and staff. A general introduction to University life and the University's principle support services and general information about the School and their programme, are described in the Diploma Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

At this level this is not considered to be usually necessary. However support is given on a case by case basis and students are explicitly tutored on their approach to both group and individual project within modules e.g. supervisors are assigned to individual students for the Practice Issues Report.

Academic support

The initial point of contact for a student is with a lecturer or module leader, and academic staff encourage all students to make appointments to discuss their work, or to discuss it via email. Certain elements of the programme e.g. projects are run with intensive contact between staff and students.

For more generic issues students can contact their tutor (see below). Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

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

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), The school has its own dedicated space within the Robinson Library.

Students have access to campus-wide computing facilities supported by Information Systems and Services, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>.

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

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

Module reviews

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

Programme reviews

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

External Examiner reports

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

Student evaluations

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

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

- a.) The course is subject to the professional accreditation process to gain RTPI professional accreditation
- b.) As part of an RTPI accredited course, there are two external examiners include one academic and one practitioner. There is a further conservation/ IHBC examiner.

Additional mechanisms

Include

- c.) the course being reviewed through the Annual Planning Advisory Group composed of regional practitioners:
- d.) Year group meetings
- e.) Reflections of module leaders and meetings of teaching staff/ programme management team

16 Regulation of assessment

Pass mark

The pass mark is 50 %

Course requirements

All modules must be passed. One resubmission per module is allowed

Qualification award

The final degree award of Diploma Town Planning or Diploma Town Planning (Urban Conservation) is based on a simple percentage, weighted on credits. It maybe passed with Distinction or Merit.

<i>Mark</i>	<i>Degree category</i>
70%+	Distinction
60-69%	Merit
50-59%	Pass
less than 50%	Fail

Role of the External Examiner

External examiners are appointed by the Faculty Teaching and Learning Committee. One is a distinguished academic and one a senior planning practitioner. The role of the examiner is to act as a moderator of standards, attend the Examination Board and to report to the University.

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

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

The School Brochure (contact enquiries@ncl.ac.uk)

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

The Diploma Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	ABC1001 , XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

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