	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Diploma in Town Planning: Planning & Urban Design; Planning & Regeneration; Environmental Planning
4	**Programme Title**	Diploma in Town Planning
5	**UCAS/Programme Code**	K495 (previously K496)
6	**Programme Accreditation**	Royal Town Planning Institute
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	7
9	**Date written/revised**	07/08 (revised 10/09)

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 – 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. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding

On completing the programme students should:

A1. Demonstrate understanding and critical thinking of planning as a form of action concerned with managing and creating space and place

A2. Evaluate arguments for planning as a form of action within processes of change

A3. 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

A4. 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

A5. Demonstrate an understanding of the complexities of planning issues and problems and be able to integrate different areas of the curriculum

A6. Demonstrate an understanding of theory and make appropriate connections between theory and practice.

A7. Demonstrate a critical understanding of values, ethics and professionalism in planning

A8. Demonstrate depth of knowledge in selected areas of planning

Teaching and Learning Methods
The primary means of conveying knowledge and understanding is through lectures (A1-8). The general use of 2 hour teaching blocks enable these lectures to be interactive and often in workshop or seminar mode. In addition A2, 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 A2, 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 (A1–8). 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:
B1. Define and analyse problems effectively and appropriately
B2. Make effective use of evidence and information
B3. Articulate reasoned arguments
B4. Develop research skills and experience in the context of the school's research interests
B5. Evaluate arguments for planning as a form of action within processes of change
B6. Demonstrate a critical understanding of values, ethics and professionalism in planning
Teaching and Learning Methods
Cognitive skills are developed through research projects (B1 & 4); supervisions (B1, 3 & 4); group project work (B2); seminars (B5 & 6) and teaching of computer packages for analysis (B2). Diploma students are expected to undertake independent research having framed their own research questions, and work with professionals and specialists on some modules (B5 & 6). The emphasis in cognitive skill development is to learn by doing.
Assessment Strategy
Cognitive skills B1–6 are largely assessed through course work including essays and reports (B1-2 & 5-6), project work based on field work (B4); group presentations (B2); seminar papers (B 3 & B6). B3 is also tested by written examination.
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
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 (C1-2). 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:
D1. Effectively and fluently communicate information, ideas, principles, arguments and proposals through written, graphic, oral and electronic means; and demonstrate effective written, numeric, oral, IT and information literacy skills.
D2. Work effectively both individually and in groups
D3. 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 (D1, 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 (D1, 2 & 3) and through group activities such as project work.

Assessment Strategy
D1&2 are primarily assessed through, essay writing, report writing, seminar papers, oral presentations, application of statistical tests to problems, and in some instances by examination. D2 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 Diploma in Town Planning is a one year course which builds on core knowledge and skills developed during a three year undergraduate programme and a year in practice with additional coursework (Certificate of Planning Practice). The Diploma consists of 120 credits, which may also be undertaken on a part-time basis.'

Within this overall framework, the Diploma in Town Planning takes the form of one of a number of named specialist programmes. Candidates take one of the combinations of modules listed below.

Information on the programming of the following modules can be found in the programme handbook.

(a) Diploma in Planning and Urban Design

Code	Credits	Descriptive Title
TCP8032	10	Communications
TCP8052	10	Urban Design Seminars
TCP8045	30	Urban Design Project 1
TCP8091	10	Urban Design Principles and Practices
ARC8063	20	Urban Design Project 2
ARC8065	20	European Study Visit: City & Culture
ARC8040	10	Contemporary Issues in Urban Design
TCP8902	10	Reflexive Practitioner

(b) Diploma in Planning and Regeneration

Code	Credits	Descriptive Title
TCP8922	30	Delivering Regeneration
TCP8025	30	Linked Research Project
TCP8026	30	Consultancy Project
TCP8902	10	Reflexive Practitioner

Further modules to a value of 20 credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

(c) Diploma in Environmental Planning

Code	Credits	Descriptive Title
TCP8923	30	Planning for Sustainability
TCP8025	30	Linked Research Project*
TCP8026	30	Consultancy Project
TCP8902	10	Reflexive Practitioner

*students can alternatively take LAW8047 *Planning Law and Environmental Impact Assessment* with the consent of the Degree Programme Director

Further modules to a value of 20 credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

(d) European Exchange Option

Students undertaking specialist programmes in *Planning and Regeneration* or *Environmental Planning* may, with the agreement of the Degree Programme Director, include in their programme of study one semester of study at a Socrates/Erasmus partner university. In that case the programmes of study will be as follows:

Planning and Regeneration

Code	Credits	Descriptive Title
TCP8922	30	Delivering Regeneration
TCP8089	10	European Placement Preparation
TCP7026	60	European Research Project
TCP8902	10	Reflexive Practitioner

Further modules to a value of 10 credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook

Environmental Planning

Code	Credits	Descriptive Title
TCP8923	30	Planning for Sustainability
TCP8089	10	European Placement Preparation
TCP7026	60	European Research Project
TCP8902	10	Reflexive Practitioner

Further modules to a value of 10 credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

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 being the only module 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 through the specialist modules of the individual routes, through the student centred modules (particularly on the *European Exchange* options) and through the students' chosen options. Within the *Planning and Regeneration* route and the *Environmental Planning* route students have the opportunity to specialise through the specialist modules TCP8922 *Delivering Regeneration* and TCP8923 *Planning for Sustainability.* They are also able to develop their research and practice related skills on a project of their choice through the TCP8025 *Linked Research Project* and TCP8026 *Consultancy Project*.

Distinctive features of Newcastle's Diploma are that
- The Diploma builds on a 3 year undergraduate degree and a year spent in planning employment
- Students continue to have opportunities to work directly with practitioners through the Consultancy Project.
- Students have the ability to specialise in their knowledge and expertise through the individual programme routes they can choose and the variety of options and choices they are given.
- Students have the opportunity to work in an interdisciplinary way with other students in related professions through the options they choose.
- Students have the opportunity to study abroad through the European Exchange.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2009-2010/documents/TownPlanningPGDip.pdf

13   Criteria for admission

Entry qualifications

a) Entry into the Dip TP Programme is offered to all those who complete the Newcastle BA (Hons) Town Planning with at least a lower second class honours Degree, and a pass in the Certificate of Planning Practice.
b) In exceptional circumstances, with the consent of the DPD, applicants may be accepted with a minimum of a planning placement of 4 weeks
c) 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

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14   Support for Student Learning

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

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. small groups and individuals meet with the project leader on the Link Research Project.

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. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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.

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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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. 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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

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.

Additional mechanisms

Include

    a.) the course being reviewed through the Annual Planning Advisory Group composed of regional practitioners:

    b.) Year group meetings

    c.) 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.

The final award of Diploma is based on a simple percentage, weighted on credits. It maybe passed with Distinction or Merit.

Mark	*Degree category*
70%+	Distinction
60-69%	Merit
50-59%	Pass
less than 50%	Fail.

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/ or http://www.ncl.ac.uk/postgraduate/

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

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (All core modules for different routes)
A1	**TCP8902-** all **ARC8045, ARC8063, TCP8091** urban design route **TCP8026, TCP8922, TCP8923** regeneration route & environmental planning route
A2	**TCP8902**- all **ARC8045, ARC8063, ARC 8065, TCP8091** urban design route **TCP8026, TCP8922; TCP8923, LAW8047** regeneration route & environmental planning route
A3	**TCP8902** all, , **TCP8052, ARC8040, TCP8091** urban design route **TCP8025, LAW8047** regeneration & environmental routes (**TCP8089** and **TCP7026** if on Erasmus exchange)
A4	**TCP8902** **ARC8045, ARC8063, ARC8063 ARC8040** urban design route **TCP8025, TCP8026, TCP8922, TCP8923 LAW8047** regeneration & environmental routes (**TCP8089** and **TCP7026** if on Erasmus exchange)
A5	**ARC8045, ARC8063, ARC8063 ARC8040, TCP8091** urban design route **TCP8926, TCP1922 TCP8923, LAW8047**
A6	**TCP890**2 – all **TCP8052, ARC8040**, **TCP8091**– design route **TCP8025 TCP8922, TCP8923, LAW8047** for regeneration & environmental routes **TCP8089, TCP7026** for Erasmus Students
A7	**TCP8902**- all **ARC8045, ARC8063** urban design route **TCP8026, TCP8922, TCP8923** regeneration & environmental routes
A8	**TCP8052, TCP8040, TCP8091**urban design route **TCP8025, TCP8026TCP8922, TCP8923**
B1	**ARC8045, ARC8063, TCP8091** urban design route **TCP8025, TCP8026 TCP8922, TCP8923** regeneration & environmental routes **TCP8089** and **TCP7026** if on Erasmus exchange)
B2	**TCP8902** all **ARC8045, ARC8063, ARC8065, ARC8040, TCP8091** urban design route **TCP8025, TCP8026 LAW8047, TCP8922,TCP8923** regeneration & environmental routes **TCP8089, TCP7026** if on Erasmus exchange
B3	**TCP8902** all **TCP8052, ARC8045, ARC8063, ARC8065, ARC8040, TCP8091** (urban design route) **TCP8025, TCP8026 LAW8047, TCP8922,TCP8923** regeneration & environmental routes **TCP8089, TCP7026** if on Erasmus exchange
B4	**TCP8902** all **TCP8052, ARC8040** urban design route **TCP8025,** regeneration & environmental routes
B5	**TCP8902**- all **ARC8045, ARC8063, ARC 8065** urban design route **TCP8026, TCP8922; TCP8923, LAW8047** regeneration route & environmental planning route
B6	**TCP8902**- all **ARC8045, ARC8063, TCP8091** urban design route **TCP8026, TCP8922, TCP8923** regeneration & environmental routes

C1	**ARC8045, ARC8063, TCP8091** urban design route **TCP8025 TCP8026 TCP8922 TCP8923** regeneration & environmental routes
C2	**ARC8045, ARC8063, TCP8091** urban design route **TCP8025 TCP8026 TCP8922 TCP8923** regeneration & environmental routes
D1	**TCP8902** all **TCP8032, TCP8052, TCP8091, ARC8045, ARC8063, ARC8065, ARC8040** (urban design route) **TCP8025, TCP8026 LAW8047, TCP8922,TCP8923** regeneration & environmental routes **TCP8089, TCP7026** if on Erasmus exchange
D2	**TCP8902** all **TCP8032, TCP8052, TCP8091, ARC8045, ARC8063, ARC8065, ARC8040** (urban design route) **TCP8025, TCP8026 LAW8047, TCP8922,TCP8923** regeneration & environmental routes **TCP8089, TCP7026** if on Erasmus exchange
D3	**TCP8902** all **TCP8032, TCP8052, TCP8091,ARC8045, ARC8063, ARC8065, ARC8040** (urban design route) **TCP8025, TCP8026 LAW8047, TCP8922,TCP8923** regeneration & environmental routes **TCP8089, TCP7026** if on Erasmus exchange