

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Certificate Planning Practice
4	Programme Title	As above
5	UCAS/Programme Code	3038U
6	Programme Accreditation	RTPI
7	QAA Subject Benchmark(s)	N/a
8	FHEQ Level	7
9	Date written/revised	February 2007 (reviewed 11/2008)

10 Programme Aims

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

1. introduce students to professional practice and to obtain practice experience
2. enable students to develop depth of knowledge and/or skills in particular areas of town planning
3. develop both transferable and professional skills
4. meet the professional requirements of the Royal Town Planning Institute, specifically with regard to the Assessment of Professional Competence
5. meet the appropriate criteria as laid down in the QAA's National Qualifications Framework
6. comply with University policy and QAA Codes of Practice

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:

- A1 Demonstrate an understanding of the complexities of planning issues and problems in practice
- A2 Demonstrate depth of knowledge in selected areas of planning
- A3 Demonstrate an understanding of APC

Teaching and Learning Methods

Knowledge development occurs primarily through 'doing', as the Certificate is based on c. 12 months professional practice experience.

Assessment Strategy

A1-2 Knowledge and understanding of planning issues are assessed through Practice Issues Presentation and Practice Issues Report.
A3 Knowledge and understanding of the Assessment of Professional Competence are assessed through Professional Practice Log-Book and Development Plan

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 Demonstrate the ability to reflect on their own personal development achievements and needs.

Teaching and Learning Methods
Skill development occurs primarily through 'doing', as the Certificate is based on c. 12 months professional practice experience.
Assessment Strategy
B1-B3 are assessed through Practice Issues Presentation and Practice Issues Report. B4 is assessed through Professional Practice Log-Book and Development Plan
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
Teaching and Learning Methods
Skill development occurs primarily through 'doing', as the Certificate is based on c. 12 months professional practice experience.
Assessment Strategy
C1 is assessed through Practice Issues Presentation and Practice Issues Report.
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 and oral means D2 Develop personal self-management skills such as setting priorities and time management
Teaching and Learning Methods
Skill development occurs primarily through 'doing', as the Certificate is based on c. 12 months professional practice experience.
Assessment Strategy
D1 is assessed through Practice Issues Presentation and Practice Issues Report. D2 is assessed through Professional Practice Log-Book and Development Plan

12 Programme Curriculum, Structure and Features
Basic structure of the programme
The Certificate of Planning Practice is a one year course which builds on to core knowledge and skills developed during a three year undergraduate programme. It is spent in employment with a planning body undertaking professional planning work.
There are 60 credits of compulsory modules:
Module code Credits Title
TCP4002 30 Practice Issues Report
TCP4003 10 Practice Issues Presentation
TCP4004 20 Professional Practice Log Book and Development Plan
Key features of the programme (including what makes the programme distinctive)
Year out placements are uncommon in accredited planning programmes. Attaching a separate award makes it unique, although there are close parallels with the Certificate of Architectural Practice in the School.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2011-2012/sapl.php

13 Criteria for admission
<i>Entry qualifications</i>
a) Entry into the CPP 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.
<i>Admissions policy/selection tools</i>
n/a

Non-standard Entry Requirements

n/a

Additional Requirements

n/a

Level of English Language capability

n/a

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at <http://www.ncl.ac.uk/students/>

Induction

Effective participation in this programme can start from July. Students therefore inducted during stage 3 of their BA with any students transferring in being separately inducted.

Academic support

The initial point of contact for a student is with the Professional Placement Secretary &/or Degree Programme Director. Thereafter the Director of Town Planning 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 the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

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.

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

The programme is accredited by the RTPI and subject to annual consideration as part of the Institute's Partnership Board process.

16 Regulation of assessment

Pass mark

The pass mark is 50

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to Certificate programmes

<50	Fail
50 or above	Pass

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:

- 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/>)

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

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

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

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	TCP4002, TCP4003
A2	TCP4002, TCP4003
A3	TCP4004
B1	TCP4002, TCP4003
B2	TCP4002, TCP4003
B3	TCP4002, TCP4003
B4	TCP4004
C1	TCP4002, TCP4003
D1	TCP4002, TCP4003
D2	TCP4004