PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc Town Planning/ Postgraduate Diploma Spatial Planning/ MSc Town Planning Accelerated
4	**Programme Title**	As above
5	**UCAS/Programme Code**	5109 / 3393 / 5141
6	**Programme Accreditation**	Royal Town Planning Institute
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	7
9	**Date written/revised**	28/03/12

10   Programme Aims

1. to equip students with a broad understanding of town 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 town 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

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 Planning.

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

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
A1	Lectures	Independent reading
A2	Lectures, field trips	Independent reading and research
A3	Lectures, case studies	Engagement with professional practice
A4	Lectures, group consultancy focused project	Engagement from external planning consultancy Site visits
A5	Lectures	Independent reading, group student seminar preparation
A6	Lectures, field trip, independent study group project	Tutorials, Field study tour and group work support materials
A7	Lectures, project	Independent research, case studies, field trips

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
A1	Yes	Assessed Essays
A2	Yes	Assessed Essays, Group project reports
A3	Yes	Assessed Essay, student seminar presentation and paper
A4	Yes	Assessed Essays & Group project reports
A5	Yes	Assessed Essay
A6	Yes	Groups project report
A7	Yes	Assessed Essay, Project reports, and for MSc Dissertation

Intellectual Skills

On completing the programme students should be able to:

B1. Critically evaluate arguments within planning and for planning as a processes for managing change
B2. Demonstrate an ability to critically analyse values and ethics in planning

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
B1	Lectures, student seminars	Independent reading, seminar preparation
B2	Lectures, student led seminars	Independent reading, seminar preparation

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
B1	Yes	Assessed Essays, assessed student group seminar presentation
B2	Yes	Assessed Essays, assessed student group seminar presentation

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

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
C1	Lectures, Group Spatial strategy project, field visits, practitioner engagement	Independent reading, independent site visits
C2	Lectures, Group Spatial strategy project	Independent reading and research, provision of example documentation
C3	Lectures, case studies, Development of research proposal	Engagement with professional practice, provision of example practice oriented research

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
C1	Yes	Assessed Group project presentation and report
C2	Yes	Assessed Group project presentation and report
C3	Yes	Assessed group project report, Assessed individual research proposal, and for MSc students Dissertation

Transferable/Key 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

Teaching and Learning Methods

Intended Learning Outcome	Teaching Method	Enabling and Encouragement
D1	Lecture, individual projects, Student led group seminars Group Spatial strategy project, Post graduate study skills within TCP 8911	Gradually increasing group work prior to group projects
D2	Post graduate study skills within TCP 8911	Independent reading and research, provision of example documentation
D3	Lectures, case studies, Development of research proposal	Engagement with professional practice, provision of example practice oriented research

Assessment Strategy

Intended Learning Outcome	If assessed	Method of assessment
D1	Yes	Sole authored essays and individual reading; Group work (management and allocation of tasks) and assessed group authored project work
D2	No	
D3	Yes	Assessed sole authored academic essays, individual and group practice focused project report, individual research proposal, dissertation

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The programme aims to build core knowledge and skills and spatial planning and specialist planning knowledge and skills in selected area(s) of study. The MSc programme consists of 180 credits of study, the PgDip 120 credits of study (PgDip students do not complete the Dissertation module worth 60 credits).

The majority of the programme consists of a series of compulsory modules, to meet the professional requirements of the Royal Town Planning Institute. 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 sustainable development and issues such as stakeholder participation.

Two 20 credit project-based modules bring this knowledge together and apply 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 a selected area of study. Students follow a 20 credit option route over semesters 1 and 2; semester 1 accounts for 10 credits and provides the foundation for the specialism through lectures and semester 2 accounts for a further 10 credits where students with tutorial support develop and research a small individual project. A further key part of specialisation for MSc students only is the 60 credit Dissertation on a planning related topic of their own choosing.

Core Modules

Code	Credits	Descriptive title
TCP7021	(20)	Spatial Strategies
TCP7023	(10)	Economics of Development
TCP8001	(10)	Planning Frameworks (1)
TCP8010	(10)	Planning Theory
TCP8902	(10)	The Reflective Practitioner
TCP8929	(10)	Stakeholders and Participation
TCP8910	(20)	Sustainable Development
TCP8911	(10)	Evaluation, Analysis and Research
TCP8099	(60)	Dissertation (MSc students only)

Optional Modules

Either
TCP7024   (10)   Conservation and the city
Followed by
TCP8912   (10)   Conservation and the city Project
Or
TCP 8921   (10)   Planning in Developing countries
Followed by
TCP 8920   (10)   Planning in Developing Countries Project
Or
TPC 8096   (10)   Issues in Landscape Planning and Sustainability
Followed by
TCP 8097   (10)   Issues in Landscape Planning and Sustainability Project
Or
TCP8934   (20)   Cities, Security and Resilience

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

Key feature of the programme include:
The Programme is accredited by the Royal Town Planning Institute
The Programme allows the students to develop their interests in a specialist area of planning
Option modules are strongly linked to the Schools research strengths
High level of extra curricular support and development (essay writing skills, Dissertation support, student and staff seminars, involvement of practitioners)

Programme regulations (link to on-line version)

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

13   Criteria for admission

Entry qualifications
a) applicants who hold an Honours degree in a cognate subject at II:2 from this or another recognised University or awarding body;
b) holders of other relevant qualifications (by agreement with the Dean of Postgraduate Studies)

For candidates in category (a) an interview is not required but applicants are encouraged to visit the School. Candidates in category (b) would be interviewed wherever possible.

Admissions policy/selection tools
All admissions are progressed through E2R. Visits are recommended. Interviews are only held for eligible students applying of available bursaries.

Non-standard Entry Requirements
Applicants who do not meet the standard entry qualification, but who can demonstrate 2 years experience in a relevant planning related profession may be considered

Additional Requirements

Level of English Language capability
 IELTS 6.5

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
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
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. 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 e.g. 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 Student Union 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), and Information Systems and Services, which supports campus-wide computing facilities.

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 Board of Studies and/or the School Teaching and Learning Committee. 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, Learning and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching, Learning and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience 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 results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

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 six 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 one-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, Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports
The Programme reports annually to the Royal Town Planning Institute's Partnership Panel

Additional mechanisms

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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. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

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

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

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/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.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	**TCP8001; TCP7021;** TCP920/8921; TCP7024/8912; TCP8096/8097;TCP8934
A2	**TCP8010; TCP8910; TCP8001; TCP8902TCP7023;**TCP8920/8921; TCP7024/8912; TCP8096/8097
A3	**TCP8001; TCP8902; TCP8929; TCP8010**
A4	**TCP7021**
A5	**TCP8010; TCP8902;** TCP8920/8921;TCP7024/8912; TCP8096/8097; TCP8934
A6	**TCP8910**
A7	**TCP8099;** TCP8920/8921;TCP7024/8912; TCP8096/8097; TCP8934
B1	**TCP8010; TCP8910**
B2	**TCP8902; TCP8010**
C1	**TCP7021; TCP8910**
C2	**TCP7021; TCP8910**
C3	**TCP8911; TCP7021;TCP8099;** TCP8920/8921;TCP7024/8912; TCP8096/8097; TCP8934
D1	**All**
D2	**All**
D3	**All**

Or

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