

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	MSc Planning for Developing Countries
5	Programme Code	5177
6	Programme Accreditation	Royal Town Planning Institute
7	QAA Subject Benchmark(s)	
8	FHEQ Level	7
9	Last updated	

10 Programme Aims

1. to provide a flexible but rigorous framework for understanding and translating the RTPI's approaches to spatial planning to a developing country context
2. to equip students with a critical awareness, informed by current research and practice, of the issues affecting urban and rural areas in developing countries
3. to develop advanced research skills and the ability to critically evaluate and utilise current research
4. to develop in students a comprehensive understanding of the values and ethics of working as a professional
5. to enable students to develop systematic and detailed knowledge of planning practices appropriate for developing countries
6. to develop both transferable and professional skills which will allow students to demonstrate initiative and personal and professional responsibility
7. to meet the professional requirements of the Royal Town Planning Institute (MSc as a 'combined programme')
8. to meet the criteria for Postgraduate Diploma and Masters level qualifications as laid down in the QAA's National Qualifications Framework
9. to comply with University policy and QAA Codes of Practice

11 Learning Outcomes

The programme provides opportunities for students to develop a critical awareness of planning problems and to demonstrate a systematic understanding of current approaches to planning in a range of countries. Students will be able to critically evaluate the appropriateness of a range of planning policy and practices to their own country context and develop the confidence to challenge perceived wisdom by analysing current research and engaging in the forefront of current debate. The programme outcomes have references to the benchmark statements for Town Planning and map to the learning outcome of the Royal Town Planning Institute.

Knowledge and Understanding

On completing the programme students should:

Knowledge and understanding

- A1. Demonstrate advanced understanding of the role of spatial planning as a form of action concerned with managing and creating space and place
- A2. Be able to make well founded, evidenced based decisions in relation to the design, economics, environmental challenges, legal and institutional aspects of development and place making, based on research and international experience
- A3. Demonstrate a comprehensive knowledge and 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 Be able to critically evaluate the specific planning issues facing developing countries and approaches to addressing those issues, based on engagement with cutting edge research
 A5. Demonstrate a critical understanding of values, ethics and professionalism in planning
 A6. Demonstrate a significant depth of knowledge in relation to a specific country, based on a critical evaluation of current research and practice

Teaching and Learning Methods

Learning Outcome	Where taught (all compulsory)	How Taught	Enabled Learning
A1	TCP 89281 Spatial Strategies (10), TCP 8925 Cities and Change - Planning Project (20), TCP 8926 Housing and Settlements(20)	Site visits, group discussions, field study visit	independent reading; BB materials
A2.	TCP 8925 Developing Countries Planning Project (20), TCP8926 Housing and Settlements (20), TCP 8930 Sustainable Development (20)	Field study visit, group discussions,	independent reading; BB materials
A3.	TCP 8927 Policy and Regulatory Frameworks (10), TCP 8929 Stakeholders and Participation (10), TCP 8902 Reflexive Practitioner (10)	Group discussions, independent reading Field study visit, group discussions,	independent reading; BB materials
A4	TCP8924 Cities and Change (10), TCP8925 Cities and Change Planning Project (20), TCP8926 Housing and Settlements(20)	Group discussions, independent reading Field study visit, group discussions,	independent reading; BB materials
A5.	TCP8929 Stakeholders and Participation (10), TCP 8902 Reflexive Practitioner (10)	Independent reading, group discussions	independent reading; BB materials
A6.	TCP 8925 Cities and Change Planning Project (20) TCP 8099 Dissertation (60)	Field study visit, group discussions, independent reading; Dissertation tutorial system, workshops	independent reading; BB materials, workshops

The primary means of conveying knowledge and understanding is through lectures (A 1-6). The general use of 2 hour teaching blocks for 10 credit modules enables these lectures to be interactive and often in workshop mode. additional 1 hour of student shared discussion and tutorial support.

A 1 & 2 are taught largely through 2X20 credit project based module of 12 X 3 hour sessions and 1 X10 credits lecture based module of 12 x 2 hours

A3 & A5 are taught through 3 x 10 credit lecture based modules of 12 x 2 hour sessions Practices through 2X 20 credit project based modules, with students working on specific planning problems including a filed trip

A6 is taught through 1 x 10 credit module 12x 2 hours, 1 x 60 credit dissertation module and tutorial support throughout the Programme

Throughout the programmes the students are expected to supplement their classroom work with independent reading and study. The programme is entirely supported with material on

Blackboard.
 Subject specific knowledge (A4) is introduced and developed specifically through 1X10 credit lecture based module and 2 X 20 credit project based modules including a filed trip. The modules shared with MSc planning (Programme code 5109) include developing country specific input

Assessment Strategy

A1 & A2 are specifically assessed through planning projects requiring major research and written reports or around 5 – 6000 words
 A6 is assessed through planning projects requiring major research and written reports or around 5 – 6000 words plus a 60 credit dissertation of 15-20,000 words
 All others are assessed through written essays of 3-5-000 words depending on credit weighting of module.

Intellectual Skills

On completing the programme students should be able to:
 B1 Demonstrate a critical awareness of the drivers of development in their own countries
 B2. Demonstrate the ability to use of evidence and information to engage in critical debate about planning issues
 B3. Articulate reasoned arguments based on critical evaluation of current research
 B4. Demonstrate high level of ability in the use of established techniques for research and enquiry to produce and utilise knowledge within planning

Teaching and Learning Methods

	Where taught	How taught	How Enabled
B1	TCP 8928 Spatial Strategies (10), TCP8925 Cities and Change Planning Project (20), TCP8926 Housing and Settlements(20)	Lectures, Group discussions, independent reading Lectures, Case studies, Field study visit, group discussions,	Independent reading and BB materials
B2.	TCP 8911 Evaluation, Analysis and Research (10) CTP 8928 Spatial Strategies (10), TCP8925 Cities and Change Planning Project (20), TCP8926 Housing and Settlements(20) TCP 8099 Dissertation (60)	Dissertation tutorial system, Independent reading Field study visit, group discussions, independent reading Summer workshops and dissertation tutorial system	Independent reading and BB materials
B3	TCP8929 Stakeholders and Participation (10), TCP 8002 Reflexive Practitioner (10) TCP 8930 Sustainable Development (20)	Independent reading, group discussions	Independent reading and BB materials
B4.	TCP 8911 Evaluation, Analysis and Research (10) TCP 8099 Dissertation (60)	Dissertation tutorial system, Independent reading, Summer Workshops	Independent reading and BB materials

B1 & B2 are developed through lectures and workshops for 2 X 20 credit projects of 12 X 3 hour sessions and workshops and tutorials for 1 x 60 credit dissertation.
 B3 articulation developed through lectures and discussion groups for all 10 credit modules. Students are further supported with additional essay skills workshops and groups discussion / debate sessions for most modules.
 B4 Research skills is developed through 1 X 10 credit module of 12 x 2 hours and

supervision and through project modules. Students are also expected to undertake independent research having framed their own research questions for a final dissertation. The emphasis in intellectual skill development is to learn by doing.

Assessment Strategy

B1 &2 are assessed through 2 x 20 credit project modules and the final dissertation.
 B3 is assessed through essays for the 10 credit modules
 B4 is assessed through the written proposal for the final dissertation and the subsequent research and dissertation and through 5 – 6,000 word project reports for 20 credit project modules in semester 2

Practical Skills

On completing the programme students should be able to:
 C1 Make effective planning decisions about complex situations involving multiple stakeholders by drawing on, and critically evaluating, a range of ideas and knowledge sources.
 C2 Critically evaluate current approaches to planning and select tools and methods appropriate of a diverse range of situations
 C 3 Identify appropriate stakeholders within the built environment and demonstrate initiative and creativity in formulating appropriate engagement strategies
 C 4 Show originality, creativity and appropriate variety in approaches to dissemination of planning ideas and decisions to a broad range of audiences

Teaching and Learning Methods

	Where taught	How Taught	How enabled
C1	TCP8928 Spatial Strategies (10), TCP8925 Cities and Change Planning Project (20), TCP8926 Housing and Settlements(20)	Site visits, group discussions, field study visit	BB materials and independent reading
C2.	TCP 8928 Spatial Strategies (10), TCP8925 Cities and Change Planning Project (20), TCP8926 Housing and Settlements(20) TCP8927 Policy and Regulatory Frameworks	Site visits, group discussions, independent reading; field study visit	BB materials and independent reading group discussions
C 3	TCP8929 Stakeholders and Participation (10), TCP 8925 Cities and Change Planning Project (20), TCP8926 Housing and Settlements(20)	Site visits, group discussions, field study visit	BB materials and independent reading
C 4	TCP8929 Stakeholders and Participation (10), TCP 8925 Cities and Change Planning Project (20), TCP8926 Housing and Settlements(20)	Site visits, group discussions, field study visit	BB materials and independent reading

C1, 2 & 3 are developed through 2 major 20 credit project modules where students will develop planning strategies for real life case study situations to bring about positive action in the case study area
 C2 is further developed through a module on planning frameworks which encourages students to evaluate a range of potential planning tools and policies
 C3 is further developed by a module on Stakeholders and engagement

Assessment Strategy

C1,2 &3 are assessed through 5-6,000 word project reports

C3 is further assessed through development of a 3,000 word stakeholder engagement strategy			
Transferable/Key Skills			
On completing the programme students should be able to: D1 Demonstrate effectively, written, numeracy, oral, IT and information literacy skills to a high professional level. D2 Demonstrate originality and creativity in solving complex problems D3 Exercise initiative, self motivation and personal responsibility			
Teaching and Learning Methods			
	Where taught	How Taught	How enabled
D1	All modules	Tutorial support system. Groups discussion sessions within every modules	Tutorial support, BB materials and independent reading
D2	All modules	tutorial support system	Tutorial support; , BB materials and independent reading
D3	TCP 8911 Evaluation, Analysis and Research (10) TCP 8099 Dissertation (60) TCP8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	, tutorial support system	Tutorial support, BB materials and independent reading
D1 is developed through lectures on policy and professional documentation; through feedback on written assignments and through writing workshops and examples of good academic work and a range of professional documentation D2 Is developed through group work on the major 20 credit project modules and is further supported by group discussion groups and seminars D3 is developed through progressively intensive nature of the programme and the weighting of the 20 credit modules into semester 2. It is further supported by ongoing tutorial support			
Assessment Strategy			
D1 is assessed through a range of written assignments (Essays and Reports) D 2 is assessed through 2 x 20 credit group project modules and a number of individual assignments, especially the final major research project culminating in the dissertation D3 is assessed largely through the ability to undertake significant self directed study for the dissertation			

12 Programme Curriculum, Structure and Features		
Basic structure of the programme		
The programme consists of 180 credits across 2 semesters and the summer months. The programme aims to both build <i>core</i> knowledge and skills in spatial planning and <i>specialist</i> planning knowledge and skills in relation to developing countries. The latter is emphasised in through the focus of the work on developing countries issues and the inclusion of a 60 credit dissertation.		
The programme consists of:		
Semester 1 - a combination of 4 x 10 credit lecture based modules, supported by seminars and groups discussions and largely assessed as sole submissions and 1 x 20 credit group project module		
Semester 2 - 2 x 20 credit project modules and 2 x 10 credit lecture based modules		
Code	Descriptive title	Credits
	<i>Semester 1</i>	

TCP 8911	Evaluation, Analysis and Research	10
TCP 8924	Cities and Change	10
TCP 8930	Sustainable Development	20
TCP 8927	Policy and Regulatory Frameworks	10
TCP 8929	Stakeholder participation	10
<i>Semester</i>		
TCP 8928	Spatial strategies	10
TCP 8925	Cities and Change Planning Project	20
TCP 8926	Housing and Settlements	20
TCP 8902	Reflexive Practitioner	10
TCP8099	Dissertation	60

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

There are two key features of the programme:

1. The programme is specifically designed to help international students transfer knowledge and learning of the Royal Town Planning Institute approach to spatial planning into their own country's context in a *non neo-colonialist* manner. In this respect it overcomes the difficulties students encounter in understanding planning as a social science discipline as opposed to a design or engineering discipline as it is taught in many countries. It uses project modules to assist students to relate the core learning directly to the developing country context (their own country if applicable)
2. The programme bridges the difference between the very focused field of urban planning in developing countries and the broader field of international development
3. It provides a broader range of teaching and learning methods to support international students than either the current MSc Planning or other comparable programmes in Planning. Each 10 credit module includes a combination of lectures, and student discussion groups to relate the lecture topic to the developing country context and tutorial support.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

Applicants who hold an Honours degree from this or another recognised University or awarding body in a cognate subject* minimum 2.2 or equivalent;

*e.g. Planning, Geography, Sociology, Urban Design, Architecture, Law, Housing, International Development

Admissions policy/selection tools

All applications to be forwarded to DPD as selector

Non-standard Entry Requirements

Holders of other relevant qualifications (by agreement with the Dean of Postgraduate Studies)

Additional Requirements

Level of English Language capability

IELTS 6.5 (or equivalent)

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. Students are encouraged to attend the Faculty support for international students on studying in UK

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 requirements and standards of UK higher education, Social Science study skills, essay writing and their approach to both group and individual projects. Weekly group tutorials encourage dialogue and sharing of experience on UK study

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

Academic support

The Programme is specifically designed to provide on-going academic support on each module through a series of weekly discussion groups and tutorial sessions held by the DPD. The DPD will arrange for additional subject specific support from individual module leaders where necessary. Thereafter the 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 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), and Information Systems and Services, which supports campus-wide computing facilities. In addition INTO can provide support for English language teaching

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-session 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 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 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. End of Programme feedback questionnaires will be issues and reviewed annually.

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

The Royal Town Planning Institute will review the programme as part of its continuing accreditation process

Additional mechanisms

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

Summary description applicable to

postgraduate Masters programmes		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		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure

Degree Programme and University Regulations: <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

Learning Outcome	Module codes All Core and Compulsory (with the exception of TCP 8099 - dissertation which is compulsory but not Core)
A1	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)
A2.	TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements (20), TCP 8930 Sustainable Development (20)
A3.	TCP8927 Policy and Regulatory Frameworks (10), TCP 8929 Stakeholders and Participation (10), TCP 8902 Reflexive Practitioner (10)
A4	TCP 8924 Cities and Change (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)
A5.	TCP 8929 Stakeholders and Participation (10), TCP 8902 Reflexive Practitioner (10)
A6.	TCP 8925 Cities and Change Planning Project (20) TCP 8099 Dissertation (60)
B1	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)
B2.	TCP 8911 Evaluation, Analysis and Research (10) CTP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20) TCP 8099 Dissertation (60)
B3	TCP 8929 Stakeholders and Participation (10), TCP 8902 Reflexive Practitioner (10) TCP 8930 Sustainable Development (20)
B4.	TCP 8911 Evaluation, Analysis and Research (10) TCP 8099 Dissertation (60)
C1	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)
C2.	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20) TCP 8927 Policy and Regulatory Frameworks
C 3	TCP 8929 Stakeholders and Participation (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)
D1	All modules
D2	All modules
D3	TCP 8911 Evaluation, Analysis and Research (10) TCP 8099 Dissertation (60) TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)

Learning Outcome	How taught (all compulsory)	Teaching and Enabled Learning
A1	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	Site visits, group discussions, independent reading; field study visit
A2.	TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements (20), TCP 8930 Sustainable Development (20)	Field study visit, group discussions, independent reading
A3.	TCP8927 Policy and Regulatory Frameworks (10), TCP 8929 Stakeholders and Participation (10), TCP 8902 Reflexive Practitioner (10)	Group discussions, independent reading Field study visit, group discussions, independent reading
A4	TCP 8924 Cities and Change (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	Group discussions, independent reading Field study visit, group discussions, independent reading
A5.	TCP 8929 Stakeholders and Participation (10), TCP 8902 Reflexive Practitioner (10)	Independent reading, group discussions
A6.	TCP 8925 Cities and Change Planning Project (20) TCP 8099 Dissertation (60)	Field study visit, group discussions, independent reading; Dissertation tutorial system, workshops
B1	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	Group discussions, independent reading Field study visit, group discussions, independent reading
B2.	TCP 8911 Evaluation, Analysis and Research (10) CTP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20) TCP 8099 Dissertation (60)	Dissertation tutorial system, Independent reading Field study visit, group discussions, independent reading Summer workshops and dissertation tutorial system
B3	TCP 8929 Stakeholders and Participation (10),	Independent reading, group

	TCP 8902 Reflexive Practitioner (10) TCP 8930 Sustainable Development (20)	discussions
B4.	TCP 8911 Evaluation, Analysis and Research (10) TCP 8099 Dissertation (60)	Dissertation tutorial system, Independent reading, Summer Workshops
C1	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	Site visits, group discussions, independent reading; field study visit
C2.	TCP 8928 Spatial Strategies (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20) TCP 8927 Policy and Regulatory Frameworks	Site visits, group discussions, independent reading; field study visit Independent reading, group discussions
C 3	TCP 8929 Stakeholders and Participation (10), TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	Site visits, group discussions, independent reading; field study visit
C4	TCP 892 Stakeholders and Participation (10) TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	Site visits, group discussions, independent reading; field study visit
D1	All modules	Independent reading, tutorial support system. Groups discussion sessions within every modules
D2	All modules	Independent reading, tutorial support system
D3	TCP 8911 Evaluation, Analysis and Research (10) TCP 8099 Dissertation (60) TCP 8925 Cities and Change Planning Project (20), TCP 8926 Housing and Settlements(20)	Independent reading, tutorial support system