

**PROGRAMME SPECIFICATION**

1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	<b>Certificate Planning Practice</b>
4	<b>Programme Title</b>	<b>Certificate Planning Practice</b>
5	<b>UCAS/Programme Code</b>	3038U
6	<b>Programme Accreditation</b>	RTPI
7	<b>QAA Subject Benchmark(s)</b>	N/a
8	<b>FHEQ Level</b>	7
9	<b>Date written/revised</b>	February 2007 (reviewed 05/2013)

**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

<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <p>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.</p>
<b>Teaching and Learning Methods</b>
<p>Skill development occurs primarily through 'doing', as the Certificate is based on c. 12 months professional practice experience.</p>
<b>Assessment Strategy</b>
<p>B1-B3 are assessed through Practice Issues Presentation and Practice Issues Report.  B4 is assessed through Professional Practice Log-Book and Development Plan</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>C1 Formulate and propose cogent policies, strategies and course of action as responses to planning problems</p>
<b>Teaching and Learning Methods</b>
<p>Skill development occurs primarily through 'doing', as the Certificate is based on c. 12 months professional practice experience.</p>
<b>Assessment Strategy</b>
<p>C1 is assessed through Practice Issues Presentation and Practice Issues Report.</p>
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>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</p>
<b>Teaching and Learning Methods</b>
<p>Skill development occurs primarily through 'doing', as the Certificate is based on c. 12 months professional practice experience.</p>
<b>Assessment Strategy</b>
<p>D1 is assessed through Practice Issues Presentation and Practice Issues Report.  D2 is assessed through Professional Practice Log-Book and Development Plan</p>

<b>12    Programme Curriculum, Structure and Features</b>												
<b>Basic structure of the programme</b>												
<p>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.</p>												
<p>There are 60 credits of compulsory modules:</p>												
<table><tr><td>Module code</td><td>Credits</td><td>Title</td></tr><tr><td>TCP4002</td><td>30</td><td>Practice Issues Report</td></tr><tr><td>TCP4003</td><td>10</td><td>Practice Issues Presentation</td></tr><tr><td>TCP4004</td><td>20</td><td>Professional Practice Log Book and Development Plan</td></tr></table>	Module code	Credits	Title	TCP4002	30	Practice Issues Report	TCP4003	10	Practice Issues Presentation	TCP4004	20	Professional Practice Log Book and Development Plan
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TCP4004	20	Professional Practice Log Book and Development Plan										
<b>Key features of the programme (including what makes the programme distinctive)</b>												
<p>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.</p>												
<b>Programme regulations (link to on-line version)</b>												
<p><a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a></p>												

<b>13 Criteria for admission</b>
<p><i>Entry qualifications</i></p> <p>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.</p> <p>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.</p> <p><i>Admissions policy/selection tools</i></p> <p>n/a</p> <p><i>Non-standard Entry Requirements</i></p> <p>n/a</p> <p><i>Additional Requirements</i></p> <p>n/a</p> <p><i>Level of English Language capability</i></p> <p>n/a</p>

<b>14 Support for Student Learning</b>
<p>The Student Services portal provides links to key services and other information and is available at: <a href="http://www.ncl.ac.uk/students/">http://www.ncl.ac.uk/students/</a></p> <p><i>Induction</i></p> <p>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.</p>

### *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 and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\*

A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 team 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-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 Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching 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 Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

#### *Student evaluations*

All modules and stages\* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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 students' views on the quality of the learning and teaching. 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.

\*With the exception of intercalating years and the final stages of undergraduate programmes.

#### *Mechanisms for gaining student feedback*

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

#### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

#### *Accreditation reports*

The programme is accredited by the RTP1 and subject to annual consideration as part of the Institute's Partnership Board 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.

#### *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: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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

Either

<b>Intended Learning Outcome</b>	<b>Module codes (Comp/Core in Bold)</b>
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