PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Science
4	Programme Title	MSc in Planning for Sustainability and Climate Change
5	Programme Code	5176F
6	Programme Accreditation	Royal Town Planning Institute
7	QAA Subject Benchmark(s)	Town Planning
8	FHEQ Level	7
9	Last updated	September 2014

10   Programme Aims

1   To provide students with the education component of the requirements for membership of the Royal Town Planning Institute.

2   To equip students with a systematic understanding of town planning that enables them to critically engage with current problems and practices of the discipline

3   To provide a specialist advanced inter disciplinary education in planning for sustainability focussing on planning responses to the issues raised by climate change.

4   To develop to a high level both transferable and subject specific skills in planning for sustainability

5   To critically evaluate current research and to create knowledge through enhanced research skills

6   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

7   To meet the criteria for Masters level 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 a deep and systematic knowledge and understanding, qualities, skills and other attributes in planning responses to the issues raised by climate change. The programme outcomes have references to the benchmark statements for Town Planning and to the learning and skills outcomes specified by the Royal Town Planning Institute. All modules are core.

Knowledge and Understanding

On completing the programme students should:

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

A2. Critically evaluate current arguments for planning and intervention on climate change by planners as a form of action within processes of change

A3. Demonstrate a systematic 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 a systematic understanding of the political nature of decision-making in planning and the significance of diversity issues, stakeholder involvement, rights in the planning process and information use and sources.

A5. Demonstrate a comprehensive understanding of the complexities of planning for climate change and be able to critically evaluate current research and approaches to addressing these issues

A6. Demonstrate a critical engagement with theory and make creative connections between theory and professional practice.

A7. Demonstrate a critical understanding of values, ethics and professionalism in planning and be able to exercise sound judgement when confronted by complex issues.

A8. Demonstrate depth of knowledge in relation to a specialist knowledge area within planning for sustainability focussing on planning responses to the issues raised by climate change.

Teaching and Learning Methods

Learning outcome	Where taught (Compulsory and Option Pathways)	How taught	How are students enabled to learn
A1	TCP 7021 Spatial Strategies (20);	Project work, presentations	feedback
	TCP 8001 Planning Frameworks(10);	Lectures, seminars	Independent reading, Blackboard material , feedback
	TCP 8932 Planning for Climate Change (10);	Lectures, seminars	Independent reading, Blackboard material, feedback
	TCP8941 Planning Practice and Climate Change (20)	Seminars, Workshops, films	Independent reading, Blackboard, group work and presentations, discussion, feedback
A2	TCP 8932 Planning for Climate Change (10);	Lectures, seminars	Independent reading, Blackboard material
	TCP 8001 Planning Frameworks (10);	Lectures, seminars	Independent reading, Blackboard material, feedback
	TCP8941 Planning Practice and Climate Change (20)	Seminars, Workshops, films	Independent reading, Blackboard, group work and presentations, discussion, feedback
	LAW8138 Science, Climate Change and Environmental Justice (10)	Seminars, surgeries	Independent study, Blackboard, coursework, discussion
	SPG8024 Quantifying	Lectures, Seminars,	Independent study,

			Blackboard, coursework
	Energy Decision Making (10) TCP8003 Engaging with Information Sources in Planning (10)	Lectures, seminars	Independent reading, Blackboard, group work and presentations, discussion, feedback
A3	TCP 8932 Planning for Climate Change (10);	Lectures, seminars,	Independent reading, Blackboard material
	TCP8941 Planning Practice and Climate (20) Change	Seminars, Workshops, films	Independent reading, Blackboard, group work and presentations, discussion, feedback
	LAW 8138 Science, Climate Change and Environmental Justice (10)	Seminars, surgeries	Independent study, Blackboard, coursework, discussion
A4	TCP 8001 Planning Frameworks (10);	Lectures, seminars	Independent reading, Blackboard material, feedback
	TCP 8911 Research Design (10)	Lectures, tutorials	Independent reading, Blackboard material, feedback
	TCP 8902 Reflexive Practitioner (10);	Lectures, case studies, discussion groups, debates	Independent reading, Blackboard material, feedback
	TCP8941 Planning Practice and	Seminars, Workshops, films	Independent reading,

			Blackboard, group work and presentations, discussion, feedback
	Climate Change (20)		
	TCP8003 Engaging with Information Sources in Planning (10)	Lectures, seminars	Independent reading, Blackboard, group work and presentations, discussion, feedback
A5	TCP 8932 Planning for Climate Change (10);	Lectures, seminars,	Independent reading, research, Blackboard material , feedback
	TCP8941 Planning Practice and Climate Change (20)	Seminars, Workshops, films	Independent reading, Blackboard, group work and presentations, discussion, feedback
	LAW8138 Science, Climate Change and Environmental Justice (10)	Seminars, surgeries	Independent study, Blackboard, coursework, discussion
	SPG8024 Quantifying Energy Decision Making (10)	Lectures, seminars	Independent study, Blackboard, coursework
	TCP8003 Engaging with Information Sources in Planning (10)	Lectures, seminars	Independent reading, Blackboard, group work and presentations, discussion, feedback
A6	TCP 8932 Planning for Climate Change	Lectures, seminars	Independent reading, Blackboard material, feedback

	(10)		
	TCP8941 Planning Practice and Climate Change (20)	Seminars, Workshops, films	Independent reading, Blackboard, group work and presentations, discussion, feedback
	LAW8138 Science, Climate Change and Environmental Justice (10)	Seminars, surgeries	Independent study, Blackboard, coursework, discussion
	SPG8024 Quantifying Energy Decision Making (10)	Lectures, seminars	Independent study, Blackboard, coursework
A7	TCP 8902 Reflexive Practitioner (10);	Lectures, case studies, discussion groups, debates	Independent reading, Blackboard material , feedback
	TCP8941 Planning Practice and Climate Change (20)	Seminars, Workshops, films	Independent reading, Blackboard, group work and presentations, discussion, feedback
	TCP8003 Engaging with Information Sources in Planning (10)	Lectures, seminars	Independent reading, Blackboard, group work and presentations, discussion, feedback
A8	TCP 8099 Dissertation (60)	Workshops, tutorials,	Independent reading, Blackboard material ,feedback, APL lunchtime seminar series
	TCP8941 Planning Practice and Climate Change (20)	Seminars, Workshops, films	Independent reading, Blackboard, group work and presentations, discussion, feedback

		Seminars, Surgeries	Independent study, Blackboard, coursework, discussion
	LAW8138 Science, Climate Change and Environmental Justice (10)		
	SPG8024 Quantifying Energy Decision Making (10)	Lectures, seminars	Independent study, Blackboard, coursework

The primary means of conveying knowledge and understanding is through lectures and seminars (A1-8). Lectures are interactive with discussion groups. Where 2 hour classes are used the second hour is often used for discussion groups or student led seminars or debates.

A1 is taught through 2 x 10 credit lecture based module, a 1 x 20 credit group project module and a 1 x 20 credit seminar/workshop/film based module

A2 is taught mainly through 5 x 10 credit lecture based modules and 1 x 20 credit seminar/workshop/film based module

A3 is taught through 2 x 10 credit lecture based modules supported by seminars and tutorials. and 1 x 30 credit seminar/workshop/film based module

A4 is explored through43 x 10 credit lecture based modules that are supported by interaction in the form of seminars or tutorials, and 1 x 20 credit seminar/workshop/film based module supported by discussions and tutorial sessions.

A5is taught in 4 x 10 credit lecture based modules .supported by independent study, seminars and tutorials, and 1 x 20 credit seminar/workshop/film based module supported by group discussions and tutorials.

A6 is taught through 3 x 10 credit lecture based module supported by seminars and 1 x 30 credit seminar/workshop/film based module supported by tutorials and discussions

A7 is developed through 2 x 10 credit lecture based modules supported by discussion groups and 1 x 20 credit seminar/workshop/film based module supported by group discussions and tutorials.

A8 is taught primarily through the tutorial support for the dissertation and 2x 10 credit modules and 1 x 20 credit module that deepen specialist knowledge.

Assessment Strategy

Knowledge and understanding are assessed mainly through forms of written work: essays, unseen examination, reports, planning strategies, briefing papers, presentations, research proposals, dissertation.

Intellectual Skills
On completing the programme students should be able to: B1   Define and analyse complex problems effectively and appropriately B2   Make effective use of evidence and information in both problem analysis and propose creative and effective strategies and solutions B3   Articulate reasoned arguments to specialist and non specialist audiences B4   Develop high level research skills and experience in the context of the university's research interests in sustainability and climate change

Teaching and Learning Methods

B1	**Compulsory** TCP 7021 Spatial Strategies (20) TCP 8932 Planning for climate Change(10) TCP8941 Planning Practice and Climate Change (20) LAW 8138 Science, Environmental Law and Policy (20); SPG8024 Quantifying Energy Decision Making (10) ; TCP8003 Engaging with Information Sources in Planning (10)	Group discussions, presentations, independent reading; seminars, independent reading; Seminars; discussion sessions, workshops Seminars; independent study; surgeries Lectures, independent study Lecture, seminars, independent reading, Blackboard, group work and presentations, discussion, feedback
B2	TCP 8911 Research Design (10); TCP 7021Spatial Strategies (20); TCP8941 Planning Practice and Climate Change (20) TCP8003 Engaging with Information Sources in	Tutorials; Project work, presentation, feedback; Seminars, tutorials; Seminars; discussion sessions, workshops, coursework Lecture, seminars, independent reading, Blackboard, group work and presentations, discussion, feedback

	Planning (10)	
B3	TCP 7021 Spatial Strategies (20); TCP 8902 Reflexive Practitioner (10); TCP8941 Planning Practice and Climate Change (20) TCP8003 Engaging with Information Sources in Planning (10)	Presentations, reports; Discussion groups, debates; Seminars; discussion sessions, workshops, presentations, coursework Lecture, seminars, independent reading, Blackboard, group work and presentations, discussion, feedback
B4	TCP 8911 Research Design (10) TCP 8099 Dissertation(60)	Lectures, proposal, feedback; Workshops, tutorials;

B1 and 2 are developed through lectures, seminars, independent study   Included in these modules are opportunities for interactive learning that include seminars, groups discussions, presentations and tutorials/surgeries. Students are required and encouraged to use independent reading to deepen their knowledge and prepare for seminar sessions.

B3 is developed in 2 x 10 credit module that uses discussion groups to explore ethical and political dimensions;, 1 x 20 credit project module and 1x 30 credit module that uses a range of methods and provides intellectual learning opportunities to deepen skills.

B4 research skills are developed through 1 x 10 credit module and then through the individual dissertation. Students are expected to undertake independent research (which may be empirical) having framed research questions. This process is supported by tutorials and group workshops where necessary. In all project work there are elements of research skill development.

Assessment Strategy

B1 is assessed through essays, small group project work, project bids, presentations, briefing paper, examinations and a large project.

B2 is assessed though a range of written work- essays, reports, research proposals and through oral presentation.

B3 is assessed through essays, reports, and presentations ,. The law and renewable energy modules assesses this skill through examinations and coursework.

B4 is assessed through the written proposal for the final dissertation and the subsequent dissertation of 15000 words.

Practical Skills		

On completing the programme students should be able to:

C1 Formulate and propose cogent policies and strategies as responses to climate change and the need to plan for sustainability.

C2 Evaluate and effectively utilise a variety of plan and policy making methods, processes and tools

C3 Identify key stakeholders within the built environment and formulate appropriate engagement strategies

Teaching and Learning Methods

C1	TCP 7021 Spatial Strategies (20); TCP8941 Planning Practice and Climate Change (20)	Site visits, group presentations and discussions; Group work; practitioner workshops; individual study
C2	TCP 7021 Spatial Strategies (20) TCP8941 Planning Practice and Climate Change (20)	Site visits, group presentations and discussions; Group work; practitioner workshops, individual study
C3	TCP 7021 Spatial Strategies (20); TCP8941 Planning Practice and Climate Change (20) TCP8003 Engaging with Information Sources in Planning (10)	Site visits, group discussions, group work; practitioner workshops, individual study Lecture, seminars, independent reading, Blackboard, group work and presentations, discussion, feedback

C1, 2 and 3 are developed through largely through group projects and through project based work embedded within lecture based modules. Seminars, workshops, student presentations and group and individual tutorials also develop these skills.

Assessment Strategy

C1,2 and 3 are assessed through project reports, oral presentations, group folders and schematic plans; group briefing papers and individual and group 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 effectively written, numeracy, oral, IT and information literacy skills
D2   Work effectively as individuals and as team members.
D3   Develop effective self management skills such as priority setting and time management

Teaching and Learning Methods

D1	All modules	Independent reading, Blackboard material, Tutorial system, groups discussions, Writing development centre
D2	All modules	Independent reading, Blackboard material, Tutorial system, groups discussions.
D3	TCP 8911 Research Design (10) TCP 7021 Spatial strategies Project (20); TCP8941 Planning Practice & Climate Change (20)	Independent reading, Tutorial Blackboard material; Group discussions, site visits; Group work; presentation, discussion sessions/workshops.

D1 is developed through lectures on policy and documentation; feedback on all assessed work; writing workshops, examples of good academic work. Students with specific needs are encouraged to use the Writing Development Centre.
D2 is developed though individual study and through group work on project modules and student led discussion groups and seminars

D3 is developed through the intensive nature of the programme and supported by tutorial meetings.

Assessment Strategy

D1 is assessed through a range of assignments that test written skills, argumentation, graphical, numeric, ability to present orally.
D2 is assessed through group and individual projects and culminates in the dissertation.
D3 is assessed through contribution to project work, seminar performance and 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 build Compulsory knowledge and skills and spatial planning and specialist planning knowledge and skills in planning for sustainability. The latter is supported by specialist modules and a dissertation.
All modules are compulsory

Semester 1

Module code	Module name	Existing/new	credits
TCP 8001	Planning frameworks	E	10
TCP 8911	Research design	E	10
TCP 8932	Planning for climate change	E	10
TCP8902	Reflexive Practitioner	E	10
LAW8138	Science, Climate Change and Environmental Justice	E	10
SPG8024	Quantifying Energy Decision Making (10)	E	10

Semester 2			
Module code	**Module name**	**Existing/new**	**credits**
TCP8941	Planning Practice & Climate Change	E	20
TCP 7021	Spatial Strategies Project	E	20
LAW 8138	Science, Climate Change and Environmental Justice	E	10
TCP8003	Engaging with Information Sources in Planning	N	10

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

Newcastle is the only planning school between Leeds and Scotland and is seen by virtue of its history, its scholarship both past and present and its relationship to the planning profession as a leading school for planning education. The proposed programme offers true inter-disciplinarity providing a career path for those from environmental and engineering first degrees into town planning where there is still unmet need for planners in general but a growing demand for planners with the knowledge and skills to act on climate change issues. It builds on internationally recognised scholarship on these issues within APL.

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 environmental and engineering degrees (e.g.agriculture, environmental sciences, engineering) based programmes minimum 2.2 or equivalent.

Admissions policy/selection tools

All applicants 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.

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-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 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 Faculty 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 the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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 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

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. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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		

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

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

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

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

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
TCP 8001	**Compulsory**	124			12
TCP 8911	**Compulsory**	4	24		123
TCP8932	**Compulsory**	123	1		12
TCP7021	**Compulsory**	1	123	123	123
TCP8902	**Compulsory**	4567	3		12
TCP 8099	**Compulsory**	8	4		12
TCP8941	Compulsory	12345678	123	123	123
TCP8003	Compulsory	2457	123	3	12
LAW8138	Compulsory	23568	1		12
SPG8024	Compulsory	2568	1		12