

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Diploma in Town Planning
4	Programme Title	Town and Country Planning
5	UCAS/Programme Code	K495, 1501, 1502, 1503
6	Programme Accreditation	Royal Town Planning Institute
7	QAA Subject Benchmark(s)	Town and Country Planning
8	FHEQ Level	7
9	Date written/revised	June 2014

10 Programme Aims

- Developing from an undergraduate degree in planning, the programme aims to:
1. develop an understanding of the values and ethics of working as a professional
 2. enable students to develop depth of knowledge and/or skills in particular areas of town planning, underpinned by current and relevant research
 3. develop both transferable and professional skills
 4. develop research skills
 5. allow students the possibility of spending one semester in another European country (not Diploma Town Planning – Planning & Urban Design route)
 6. meet the professional requirements of the Royal Town Planning Institute
 7. meet the appropriate criteria as laid down in the QAA's National Qualifications Framework
 8. comply with University policy and QAA Codes of Practice
 9. introduce students to professional practice and to obtain practice experience

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 (subject) (X).

Knowledge and Understanding

On completing the programme students should:

- A1. Demonstrate understanding and critical thinking of planning as a form of action concerned with managing and creating space and place
- A2. Evaluate arguments for planning as a form of action within processes of change
- A3. Demonstrate an 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 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
- A5. Demonstrate an understanding of the complexities of planning issues and problems and be able to integrate different areas of the curriculum
- A6. Demonstrate an understanding of theory and make appropriate connections between theory and practice.

<p>A7. Demonstrate a critical understanding of values, ethics and professionalism in planning</p> <p>A8. Demonstrate depth of knowledge in selected areas of planning</p>
<p>Teaching and Learning Methods</p> <p>The primary means of conveying knowledge and understanding is through lectures (A1-8). The general use of 2 hour teaching blocks enable these lectures to be interactive and often in workshop or seminar mode. In addition A2, 5 & 8 are taught partly through project work with students working on specific planning problems. Throughout the programmes the students are expected to supplement their classroom work with independent reading. The programme is mostly supported with material on Blackboard. In attaining A2, 3, 5 & 8 Diploma students undertake independent research with appropriate supervision from staff.</p>
<p>Assessment Strategy</p> <p>Knowledge and understanding of subject are tested in a variety of ways. Generally these are assessed through course work or written examination (A1–8). In most cases there is one major assessment (coursework or examination) per module; Course work tests ability to research and reflect on material often gained largely in private study while examinations test ability to bring together material from the whole module in succinct arguments.</p>
<p>Intellectual Skills</p> <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. Develop research skills and experience in the context of the school's research interests B5. Evaluate arguments for planning as a form of action within processes of change B6. Demonstrate a critical understanding of values, ethics and professionalism in planning</p>
<p>Teaching and Learning Methods</p> <p>Cognitive skills are developed through research projects (B1 & 4); supervisions (B1, 3 & 4); group project work (B2); seminars (B5 & 6) and teaching of computer packages for analysis (B2). Diploma students are expected to undertake independent research having framed their own research questions, and work with professionals and specialists on some modules (B5 & 6). The emphasis in cognitive skill development is to learn by doing.</p>
<p>Assessment Strategy</p> <p>Cognitive skills B1–6 are largely assessed through course work including essays and reports (B1-2 & 5-6), project work based on field work (B4); group presentations (B2); seminar papers (B 3 & B6). B3 is also tested by written examination.</p>
<p>Practical Skills</p> <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 C2. Evaluate and effectively utilise a variety of plan and policy making methods and processes</p>

Teaching and Learning Methods

Subject specific skills are introduced and developed through project work where students work in teams to solve problems and present ideas for action (C1-2). Students are encouraged and expected to undertake field-work to develop their skills.

Assessment Strategy

These skills are tested in project work presentations.

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 effective written, numeric, oral, IT and information literacy skills.

D2. Work effectively both individually and in groups

D3. Develop personal self-management skills such as setting priorities and time management

Teaching and Learning Methods

Transferable skills are well embedded in the programme and are taught and developed in seminars and project work (D1, 2 & 3). In addition the ability to work effectively in groups is developed through project work and seminars. This development of transferable skills is encouraged through course work (D1, 2 & 3) and through group activities such as project work.

Assessment Strategy

D1&2 are primarily assessed through, essay writing, report writing, seminar papers, oral presentations, application of statistical tests to problems, and in some instances by examination. D2 is assessed through project work (including peer evaluation of group projects) and group presentations.

12 Programme Curriculum, Structure and Features**Basic structure of the programme**

The Diploma in Town Planning is a one year course which builds on core knowledge and skills developed during a three year undergraduate programme and a year in practice with additional coursework (Certificate of Planning Practice). The Diploma consists of 120 credits, which may also be undertaken on a part-time basis.'

Within this overall framework, the Diploma in Town Planning takes the form of one of a number of named specialist programmes. Candidates take one of the combinations of modules listed below.

Information on the programming of the following modules can be found in the programme handbook.

(a) Planning and Urban Design

Code	Credits	Descriptive title
ARC8046	40	Skills in Urban Regeneration
ARC8069	40	Housing Alternatives
ARC8065	20	Cities and Culture
TCP8052	10	Urban Design Seminars
TCP8902	10	The Reflexive Practitioner

(b) Planning and Regeneration

Code	Credits	Descriptive title
TCP8025	30	Linked Research Project
TCP8024	20	Consultancy Project
TCP8902	10	The Reflexive Practitioner
TCP8917	10	Regenerating Places
TCP8940	20	Delivering Regeneration
TCP7023	10	Economics of Development

Further modules to a value of **10** credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

(c) Environmental Planning

Code	Credits	Descriptive title
TCP8025	30	Linked Research Project
LAW8147	10	Introduction to Planning Law
TCP8024	20	Consultancy Project
TCP8902	10	The Reflexive Practitioner
TCP8941	20	Planning Practice and Climate Change
TCP8003	10	Engaging with Information Sources in Planning
LAW8555	10	Environmental Impact Assessment Law and Practice

Further modules to a value of **10** credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook

European Exchange Option

Students undertaking specialist programmes in *Planning and Regeneration* or *Environmental Planning* may, with the agreement of the Degree Programme Director, include in their programme of study one semester of study at a Socrates/Erasmus partner university. In that case the programmes of study will be as follows:

(d) Planning and Regeneration (European route)

Code	Credits	Descriptive title
TCP8089	10	European Placement Preparation
TCP8024	20	Consultancy Project
TCP8902	10	The Reflexive Practitioner
TCP8917	10	Regenerating Places
TCP7026	60	European Research Project

Further modules to a value of **10** credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

(e) Environmental Planning (European route)

Code	Credits	Descriptive title
TCP8089	10	European Placement Preparation
TCP8024	20	Consultancy Project
TCP8902	10	The Reflexive Practitioner
LAW8147	10	Introduction to Planning Law
TCP7026	60	European Research Project

Further modules to a value of **10** credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

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

The programme taken is dependent on the route taken, with TCP8902/01 The Reflexive Practitioner being the only module consistent across all routes. The emphasis is on enabling students to develop their own specialist planning knowledge and skills in selected area(s) of study. This is possible through the specialist modules of the individual routes, through the student centred modules (particularly on the European Exchange options) and through the students' chosen options. Within the Planning and Regeneration route and the Environmental Planning route students are also able to specialise through the TCP8025 Linked Research Project and TCP8026 Consultancy Project.

Distinctive features of Newcastle's Diploma are that

- ☐ The Diploma builds on a 3 year undergraduate degree and a year spent in planning employment
- ☐ Students continue to have opportunities to work directly with practitioners through the Consultancy Project.
- ☐ Students have the ability to specialise in their knowledge and expertise through the individual programme routes they can choose and the variety of options and choices they are given.
- ☐ Students have the opportunity to work in an interdisciplinary way with other students in related professions through the options they choose.
- ☐ Students have the opportunity to study abroad through the European Exchange

Programme regulations (link to on-line version)
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<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

a) Entry into the Dip TP Programme is offered to all who complete the Newcastle BA (Hons) Town Planning with at least a lower second class honours Degree, and a pass in the Certificate of Planning Practice.

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.

Admissions policy/selection tools

Non-standard Entry Requirements

Additional Requirements

Level of English Language capability

Overseas students are expected to provide evidence of their competence in the use of English

14 Support for Student Learning
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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-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
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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

Additional mechanisms

16	Regulation of assessment
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Pass mark

The pass mark is 50

Course requirements

All modules must be passed. One resubmission per module is allowed.

The final award of Diploma is based on a simple percentage, weighted on credits. It may be passed with Distinction or Merit.

Mark Degree category

70%+ Distinction

60-69% Merit

50-59% Pass

less than 50% Fail.

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:

- ☐ See and approve examination papers
- ☐ 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

Intended Learning Outcome	Module codes (All core modules for different routes)
A1	TCP8902; TCP8026 – All routes ARC8046, ARC8069 urban design route TCP8026, TCP8940, TCP8917, TCP7023, regeneration route TCP8026 TCP8923, LAW 8147, LAW8555 environmental route
A2	TCP8902 All routes ARC8046, ARC8069, ARC 8065 urban design route TCP8024 TCP8940, TCP8917, TCP7023 – 43t; TCP8941, TCP8003, LAW8147, LAW8555 regeneration route & environmental planning route
A3	TCP8902 All routes TCP8052, urban design route r TCP8025, TCP7023, TCP8917, TCP8940, regeneration TCP8025, TCP8941, TCP8003 LAW8147, LAW8555 environmental routes TCP8025, TCP8024 TCP8917, TCP8089 and TCP7026 if on Erasmus exchange
A4	TCP8902 All routes ARC8046, ARC8069, ARC8065 - urban design route TCP8025, TCP8024, TCP8940, TCP8917, TCP7023 regeneration TCP8025, TCP8024, TCP8941, TCP8003 LAW8147, LAW8555 environmental routes TCP8025, TCP8024, TCP8917 TCP8089 and TCP7026 if on Erasmus exchange
A5	ARC8045, ARC8069, urban design route TCP8026, TCP8922 - regen TCP8026, TCP8923, LAW8147, LAW8555 environment route
A6	TCP8902 All routes TCP8052, – design route TCP8025 TCP8940, TCP8917, TCP7023, regeneration route TCP8941, TCP8003, LAW8147, LAW8555 environment routes TCP8024, TCP8940, TCP8917, TCP8089, TCP7026 for Erasmus Students
A7	TCP8902 All routes ARC8046, ARC8069 urban design route TCP8024, TCP8940, TCP8917, TCP7023, regeneration TCP8941, TCP8003, LAW8147, LAW8555 environmental routes
A8	TCP8052, urban design route TCP8024, TCP8026, TCP8940, TCP8917, TCP7023 regeneration route TCP8941, TCP8003, LAW 8555 environmental routes
B1	ARC8046, ARC8069 urban design route TCP8025, TCP8024 TCP8940, TCP8025, TCP8941 regeneration & environment routes TCP8089 and TCP7026 if on Erasmus exchange)
B2	TCP8902 All routes ARC8046, ARC8069, ARC8065, urban design route TCP8025, TCP8024, TCP8940 regeneration TCP8025, TCP8024, TCP8941, TCP81003, LAW8147, LAW8555 environment routes TCP8089, TCP8024, TCP7026 if on Erasmus exchange
B3	TCP8902 All routes TCP8052, ARC8046, ARC8069, ARC8065, (urban design route) TCP8025, TCP8024, TCP8917, TCP7023, TCP8940, regeneration TCP8025, TCP8024 TCP8003, TCP8941, LAW8147, LAW8555 environment TCP8089, TCP8024, TCP7026 if on Erasmus exchange
B4	TCP8902 all routes TCP8052, urban design route TCP8024, regeneration & environmental routes

B5	TCP8902 all routes ARC8046, ARC8069, ARC8065 urban design route TCP8024, TCP8940; TCP8917, TCP7023 regeneration route TCP8941, TCP89LAW8147, LAW8555 environment
B6	TCP8902 – all routes ARC8046, ARC8069 urban design route TCP8024, TCP8940; TCP8917, TCP7023 regeneration route TCP8025, TCP8024 TCP8003, TCP8941, LAW8147, LAW8555 environment
C1	ARC8046, ARC8069 urban design route TCP8024, TCP8940; TCP8917, TCP7023 regeneration route TCP8025, TCP8024 TCP8003, TCP8941, LAW8147, LAW8555 environment
C2	ARC8046, ARC8069 urban design route TCP8024, TCP8940; TCP8917, TCP7023 regeneration route TCP8025, TCP8024 TCP8003, TCP8941, LAW8147, LAW8555 environment
D1	TCP8902 All routes TCP8052, ARC8046, ARC8069, ARC8065, (urban design route) TCP8025, TCP8026 LAW8147, LAW8555, TCP8940,TCP8923 regeneration & environmental routes TCP8089, TCP7026 if on Erasmus exchange
D2	TCP8902 All routes TCP8052, ARC8046, ARC8069, ARC8065, (urban design route) TCP8024, TCP8940; TCP8917, TCP7023 regeneration route TCP8025, TCP8024 TCP8003, TCP8941, LAW8147, LAW8555 environment TCP8024, TCP8089, TCP7026 if on Erasmus exchange (Collectively have group and individual elements)
D3	TCP8902 All routes TCP8052, ARC8046, ARC8069, ARC8065, urban design route TCP8024, TCP8940; TCP8917, TCP7023 regeneration route TCP8025, TCP8024 TCP8003, TCP8941, LAW8147, LAW8555 environment TCP8024, TCP8089, TCP7026 if on Erasmus exchange

Annex 2

(a) Unless otherwise stated all modules are core.

(b) All candidates shall take the following compulsory and core modules:

a. Planning and Urban Design

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Level	Type	Mode
ARC8046	Skills in Urban Regeneration	40	40		7	Core	
ARC8069	Housing Alternatives	40		40	7	Core	
ARC8065	Cities and Culture	20		20	7	Core	
TCP8052	Urban Design Seminars	10	10		7	Core	
TCP8902	The Reflexive Practitioner	10	10		7	Core	

(b) Planning and Regeneration

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Level	Type	Mode
TCP8025	Linked Research Project	30	10	20	7	Core	
TCP8024	Consultancy Project	20	20		7	Core	
TCP8902	The Reflexive Practitioner	10	10		7	Core	
TCP8917	Regenerating Places	10	10		7	Core	
TCP8940	Delivering Regeneration	20		20	7	Core	
TCP7023	Economics of Development	10		10	7	Core	

Further modules to a value of **10** credits must be selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

(c) Environmental Planning

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Level	Type	Mode
TCP8025	Linked Research Project	30	10	20	7	Core	
LAW8147	Introduction to Planning Law	10	10		7	Core	
TCP8024	Consultancy Project	20	20		7	Core	
TCP8902	The Reflexive Practitioner	10	10		7	Core	
TCP8941	Planning Practice and Climate Change	20		20	7	Core	
TCP8003	Engaging with Information Sources in Planning	10		10	7	Core	
LAW8555	Environmental Impact Assessment Law and Practice	10		10	7	Core	

Further modules to a value of **10** credits must be selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook.

(d) European Exchange Option – Urban Regeneration

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Level	Type
TCP8089	European Placement Preparation	10	10		7	
TCP8024	Consultancy Project	20	20		7	
TCP8902	The Reflexive Practitioner	10	10		7	
TCP8917	Regenerating Places	10	10		7	
TCP7026	European Research Project	60		60	7	

Further modules to a value of **10** credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook

e) European Exchange Option – Environmental Planning

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Level	Type
TCP8089	European Placement Preparation	10	10		7	
TCP8024	Consultancy Project	20	20			
TCP8902	The Reflexive Practitioner	10	10		7	
LAW8147	Introduction to Planning Law	10	10		7	
TCP7026	European Research Project	60		60	7	

Further modules to a value of **10** credits selected, with the consent of the Degree Programme Director, from a list of options specified in the Diploma Programme Handbook