Section 1: Basic Data

Awarding institution/body:	**UWE**
Teaching institution:	**UWE**
Faculty responsible for programme:	**FBE**
Programme accredited by:	**Royal Town Planning Institute**
Highest award title:	**MA Town and Country Planning**
Default award title:	**None**
Interim award title:	**PG Diploma Town & Country Planning** **PG Certificate Town Planning Studies**
Modular scheme title:	**FBE PG Modular Scheme**
UCAS codes:	
QAA subject benchmarking group(s):	
Valid until:	
Valid from:	**September 2005**
Authorised by:	**PG Modular Scheme Director** Date:
Version code:	**1**
Version year:	**2005**

Section 2: Educational aims of the programme

1. To provide a coherent programme of advanced (postgraduate) study in spatial planning, which is firmly underpinned by a wide range of research (including that carried out by staff who teach on the programme) and by Faculty scholarship, consultancy, and links with practice;

2. To enable (through an inspirational programme of learning strongly linked to practice) students from a range of disciplines and backgrounds to become effective, professionally-qualified spatial planners;

3. To encompass the core ideas of the Royal Town Planning Institute's "New Vision for Planning" (namely that planning should be spatial, sustainable, integrative, and inclusive), and subject such concepts to critical examination;

4. To offer opportunities to vary study patterns in order to broaden access (flexible part-time study, some modules available by distance learning, the ability to take periods of 'time out', etc.);

5. To ensure the management of the programme is sensitive and responsive to the study needs of a range of individuals, including mature students in employment;

6. To provide an opportunity for students to study one of a range of specialised areas of planning, within a course built around core spatial planning knowledge and skills (thus responding to both the RTPI's "New Vision for Planning" and the policy statement on Initial Planning Education);

7. To encourage students to develop the capacity for thought and action that is both independent and critical (the 'critical thinking about space and place' seen as central to the "New Vision for Planning").

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:

1. to demonstrate reflective understanding of how relationships in place and space both change over time and are open to positive influence by creative spatial planning.

2. to demonstrate reflective understanding of the relationships between the social, economic, and natural environments within different political and cultural contexts.

3. to critically analyse organisational management issues related to spatial planning, including aspects of human and financial resources.

4. to demonstrate a critical understanding of the relationships between market processes, the built environment and different patterns of development.

5. to evaluate the potential of design to create high quality places, and to demonstrate an understanding of design processes.

6. to demonstrate reflective understanding of the natural environment and how it both shapes decisions and contributes to the wellbeing of society in both urban and rural settings.

7. to engage with the debates about the impact of human movement and the transport of goods and people on spatial planning, and vice versa.

8. to demonstrate specialist knowledge in one area of planning (transport planning, urban design, urban and rural regeneration, or European planning) and relate this to the context provided by other parts of the programme.

9. to critically analyse the concept and different interpretations of 'sustainability' in relation to spatial planning concerns.

Teaching/learning methods and strategies

The emphasis for the student is on learning by discussion ,debate and, with projects in particular, by 'doing'. A range of learning methods is involved, including formal lectures, workshops,seminar presentations,work in the field and guided independent study.

Assessment

Assessment of knowledge and understanding, using a range of approaches, is mainly carried out by means of coursework, though there are also some examinations in the form of both 'seen' and 'unseen' papers.

B: Intellectual skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. to generate visionary and imaginative responses to spatial planning challenges.	The development of skills such as these is seen as generic to M level study generally and hence they are involved in all the programme modules, but are particularly fundamental to research (the Dissertation) and to the policy and strategy evaluation within the following modules - Planning and Design Quality, Spatial Interactions, and Planning Law& Decision Process.
2. to judge and evaluate the quality (validity, reliability and generalisability) of evidence that is used to support claims about theory and current problems in spatial planning practice	**Assessment**
3. to appreciate the complexity of policy issues and the role of values in their definition and solution	A variety of assessment methods are used to 'test' these skills including group presentations and individual student reflection within essays, literature reviews and examination answers. Several of these, but particularly 2,5,6, and 7 are assessed extensively through the Dissertation.
4. to balance a range of options and make judgements of these based on appropriate principles	
5. to tolerate and operate within an environment of uncertainty	
6. to formulate, present, and debate complex ideas, and engage with contested concepts	
7. to devise and apply appropriate strategies for their own research	

C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:

1. to appreciate and respond sensitively to the values and needs of different groups in society;, respecting the positive contribution diversity of cultures, opinions and ideologies can make to spatial planning and decision-making

2. to use skills of negotiation, mediation, and advocacy in the spatial planning process

3. to be able to participate effectively as part of a team with other professionals within spatial planning and in an integrated inter-disciplinary and/or inter-agency context.

4. to appreciate the importance of 'time' in the planning process, and the differences between short-term and long-term consequences of decisions

5. to make appropriate recommendations as a basis for both technical and political decision-making

6. to make informed judgements on aesthetic and ethical questions

7. to appreciate the meaning of 'professionalism' including all the responsibilities, both individual and collective attached to this.

Teaching/learning methods and strategies

The development of these skills is an important part of the student learning process in almost all of the programme modules , but in particular, Stategic Planning and Policy Making and Planning Law & Decision Process. The question of values, cultures and ethical considerations is particularly articulated with Theory & Philosophy of Spatial Planning, whilst aspects of professionalism emerging from work on several modules as well as students' practice experience, are addressed in the Personal and Professional Development sessions (see Section 4)
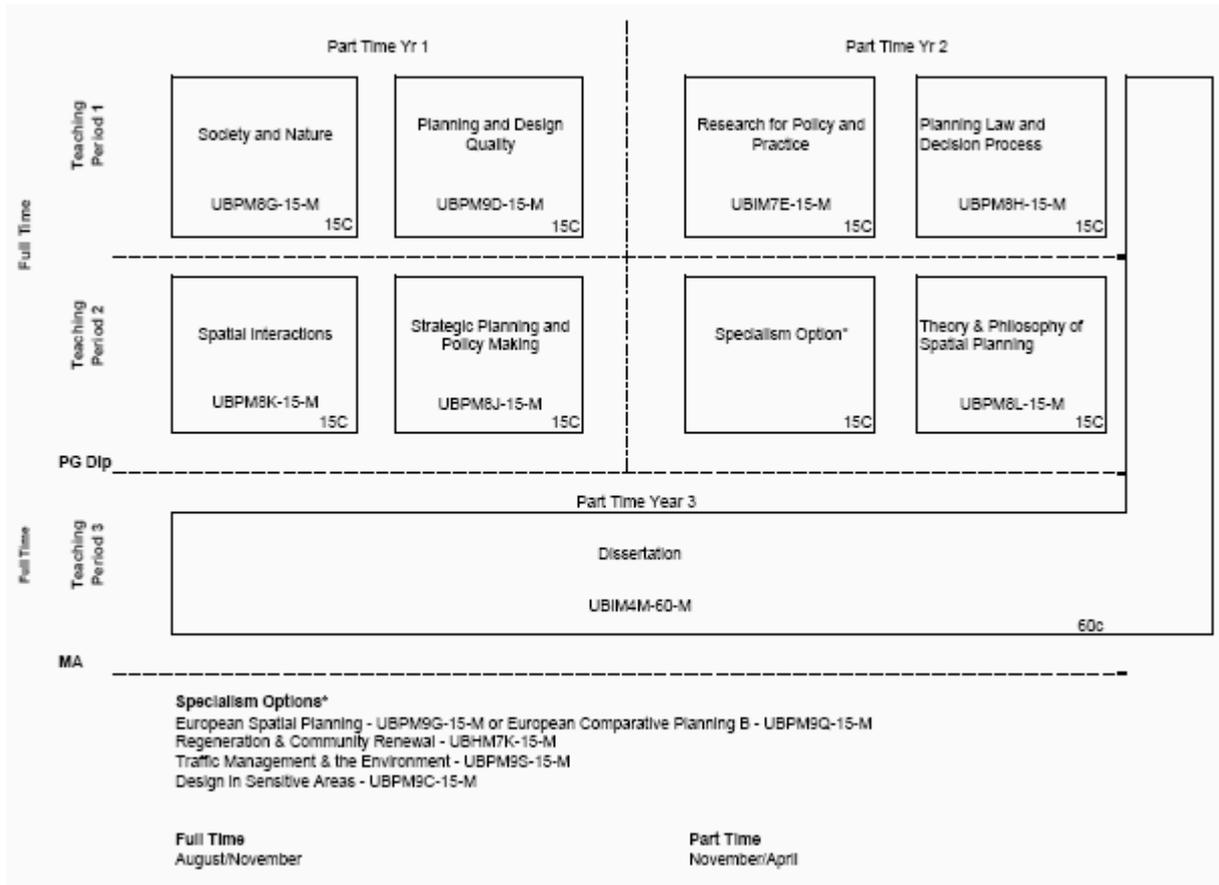
Assessment

These skills are assessed through individual and group work within module projects,individual reflection in essays and exam answers and within the Dissertation.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. to communicate and present complex material effectively in written, visual or oral forms to specialist and non-specialist audiences. 2. to manage a process of research, utilising appropriate methodologies. 3. to work effectively as a member of a team. 4. to act autonomously and demonstrate initiative in planning and implementing tasks at a professional level. 5. to self-direct, manage and reflect upon their own learning in a mature and responsible manner.	Students prepare a considerable amount of written, illustrative material for assessment in almost all modules, whilst seminars which test and develop presentational skills are also included in a number of modules - for example, Spatial Interactions and Strategic Planning and Policy Making, whilst Planning Law and Decision Process includes a mock planning inquiry. Team working skills are developed through group work in, for example, Strategic Planning and Policy Making.Research skills, initiative, self-direction and reflection are developed particularly in Research for Policy and Practice and the Dissertation **Assessment** These skills are assessed in one way and another in all of the programme modules, though particularly in those examples given above.

Section 4: Programme structure

See Diagram (GW Version 9 27.1.05)
Proposed MA Town and Country Planning (The 'Combined Programme' in RTPI terms)
PG Dip Town and Country Planning (The 'Spatial Planning Programme'in RTPI terms)
PG Cert Town Planning Studies (non-RTPI recognised)

The programme is designed for students without previous academic qualifications in town and country (spatial) planning, but with graduate skills and competencies.Students may study either full-time or part-time while working in relevant employment.

Students completing the Masters degree ('combined planning programme'in RTPI terms) will have fully met the academic (initial education)requirements for Corporate Membership of the RTPI, though will still be required to complete the practice experience requirements (APC). Students completing the Postgraduate Diploma ('spatial planning programme' in RTPI terms)will, in addition require a postgraduate award in an accredited 'specialist planning programme'in order to meet the above academic requirements.

In conformity with both the FBE Postgraduate Modular Scheme and the new RTPI Guidelines for Initial Planning Education, 2004, the programme comprises 180 M level credits - 120 within eight 'taught' modules, each of 15 credits, and a 60 credit Dissertation.It can be completed within one years (45 weeks) full-time study or over two academic years part-time.

The programme involves 75 credits of 'specialist study' comprising a 15 credit option module together with the 60 credit Dissertation within which the student carries out research within his/her particular chosen specialism.Research preparation is provided for within the Scheme-wide Research for Policy and Practice 15 credit module.

Students may select one of four specialisms:
Urban Design
Transport Planning
Urban & Rural Regeneration
European Planning

There are four 'streams' of teaching and learning addressing the RTPI's 'new vision for planning' and the Planning Education Policy Statement 2004 though examination and evaluation of Context,Practice,Research and Reflection, designed as a coherent study sequence for both full-time and part-time students (See Programme Structure

Diagram).The first part of the programme, taken in year one of the part-time sequence,comprises the streams of 'spatial change' and 'policy & place'. It takes students through the context for spatial planning provided by society and the natural environment.It goes on to develop an understanding of spatial planning practice (policy and process)in both urban and rural contexts and, in so doing, addresses the critical relationships between spatial planning and design quality and between land use and transport planning, all of which are seen as critical in the process of the making of 'place' and the mediation of 'space'. This part of the programme includes a residential field course as part of the integrative project in the module 'Strategic Planning & Policy Making'

The second part of the programme, taken in year two of the part-time sequence, comprises the streams of 'research & specialism' and 'planning process & theory'.It looks more intensively at spatial planning decision making processes, the principles and practice of postgradaute research and the theory and philosophy which underpin spatial planning. It also provides students with the opportunity to study a chosen specialist planning area.

The culmination of the Masters programme is the 60 credit Dissertation in which students build upon their specialism using principles identified and evaluated in the 'Research for Policy and Practice' module.

PERSONAL AND PROFESSIONAL DEVELOPMENT (PPD)
Running alongside the above assessed modules is a stream of short sessions, involving an average of one hour's contact time per two day classes session, orientated specifically towards students' personal career development designed to prepare them for the RTPI's new Assessment of Professional Competence (APC)membership application process.

Core modules

Level M
UBIM4M-60-M: Dissertation (60)
UBPM9D-15-M: Planning and Design Quality (15)
UBPM8H-15-M: Planning Law and the Decision Process (15)
UBIM7E-15-M: Research for Policy and Practice (15)
UBPM8G-15-M: Society and Nature (15)
UBPM8K-15-M: Spatial Interactions (15)
UBPM8J-15-M: Strategic Planning and Policy Making (15)
UBPM8L-15-M: Theory and Philosophy of Spatial Planning (15)

Optional modules

Students must select 15 credits from the following modules
UBPM9C-15-M: Design in Sensitive Urban Areas (15)
UBPM9Q-15-M: European Comparative Planning B (15)
UBPM9G-15-M: European Spatial Planning B (15)
UBHM7K-15-M: Regeneration and Community Renewal (15)
UBPM9S-15-M: Traffic Management and the Environment (15)

Target Award

MA Town and Country Planning

180 level credits at level M, comprising the 120 credits of the PG Diploma, plus the 60 credit dissertation.

Default Award

None

Interim Awards

PG Certificate Town Planning Studies

60 credits at level M from the core and optional modules as specified (excluding the dissertation)

PG Diploma Town & Country Planning

120 M level credits at level M, comprising Research for Policy and Practice, plus 105 credits of core and optional modules as specified (excluding the dissertation)

Section 5: Entry requirements

Any UK (or EU or overseas equivalent)Honours Degree or other qualification taken together with significant and relevant planning practice experience.

Applicants with an honours degree class 2.2 or above in a cognate area such as geography,environmental science, economics, sociology or architecture will be offered 'direct entry'to the programme. Those without such a qualification or not having significant practice experience as above, will normally be expected to complete a Postgraduate Planning Foundation package of distance learning study prior to joining the programme.

Section 6: Assessment Regulations

The assessment regulations are those as set out in MAR.

Section 7: Student learning: distinctive features and support

1. An integrated, inter-disciplinary approach to teaching and learning;

2. Learning through integrating projects;

3. Specialist planning modules available for study by distance learning, including some on-line;

4. One to one Dissertation support extending into the third semester;

5. Skills development embedded within the modules;

6. Week long Field Course at the end of the second semester, providing opportunities for individual and group first hand study of a planning context not found within the South West;

7. Close links between teaching and Faculty research, consultancy and staff contact with planning practice;

8. Structured Personal & Professional Development work alongside the modules preparing students to become Licentiates of the RTPI as part of the new APC process.

Section 8: Reference points/benchmarks

1. RTPI Initial Planning Education Guidance 2004
2. RTPI's 'New Vision for Planning' 2004
3. Staff research and consultancy projects
4. Employer/part-time student sponsor interaction and feedback over the past 25 years.
5. Student feedback
6. External Examiner feedback
7. University teaching and learning policy
8. QAA Subject Benchmarks