# Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24<sup>th</sup> July 2020

**Course Details**

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|---|---|
| Course Title(s) | BA (Hons) Urban and Environmental Planning<br>BA (Hons) Human Geography<br>BA (Hons) Human Geography with Planning<br>BA (Hons) Human Geography with Tourism Development<br>MA Planning Policy and Practice<br>MA Town and Country Planning<br>MA Urban Design and Planning<br>MA Urban Planning Design<br>PgDip Chartered Town Planner (Apprenticeship)<br>PgDip Town and Country Planning<br>MA Chartered Town Planner (Apprenticeship)<br>MA Chartered Town Planner (Urban Design) (Apprenticeship) |
| Course Code(s) | 4833; 4959; 4847; 4238; 4239; 3959; 3960; 5164; 5165; 5162; 5163; 5245; 5030; 1232; 4839; 5574 |
| Course Director | Philip Pinch, Kevin Milburn, Antonia Noussia, Sophie Elsmore, Neil Adams, Samuel Johnson-Schlee |
| Shared Modules? | Yes within these courses |

We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.

## Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- On-campus time for regular small group seminars, especially to prepare for assessments
- Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities
- Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures
- Weekly readings and other material on our virtual learning environment, Moodle

- Weekly access to module teaching teams and personal tutors via email and virtual office hours

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will the same as if it were delivered fully on campus.

## Changes to assessment strategy

On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests.

## Removal / Alterations of placements

**Fieldtrips Semester 1**

It currently looks unlikely that we will be able to run Semester 1 residential fieldtrips. In place of these, we will replicate the learning outcomes through directed local case study site visits, supported by a mixture of face-to-face staff contact and/or self-directed student study. Virtual site visits, using technologies such as Google Street View, will also be used.

**Work Placements**

For our Tourism and Hospitality and Events and Entertainment courses there is a currently requirement to complete a 450-hour work experience module in each of Level 4 and 5 (no credit allocated but work experience must be undertaken). However, at present, employment prospects in these sectors is uncertain. Consequently, we will review the wider economic and health situation in Semester 1 with a view, if necessary, to either reduce or remove the minimum number of work placement hours to be undertaken by students. We will assess the situation in semester 1, including taking the views of students into account, and then to decide on an achievable number of minimum hours to be registered by end August 2021.

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

<table>
<tr><th colspan="4" align="center">A. Course Information</th></tr>
<tr><td><strong>Final award title(s)</strong></td><td colspan="3">MA Urban Design and Planning</td></tr>
<tr><td><strong>Intermediate exit award title(s)</strong></td><td colspan="3">PG Cert Urban Design and Planning<br>PG Dip Urban Design and Planning</td></tr>
<tr><td><strong>UCAS Code</strong></td><td></td><td><strong>Course Code(s)</strong></td><td>5030 FT<br>5031 PT</td></tr>
<tr><td></td><td colspan="3">London South Bank University</td></tr>
<tr><td><strong>School</strong></td><td colspan="3">☐ ASC    ☐ ACI    ☐ BEA    ☐ BUS    ☐ ENG    ☐ HSC    ☒ LSS</td></tr>
<tr><td><strong>Division</strong></td><td colspan="3">UELS</td></tr>
<tr><td><strong>Course Director</strong></td><td colspan="3"></td></tr>
<tr><td><strong>Delivery site(s) for course(s)</strong></td><td colspan="3">☒ Southwark          ☐ Havering<br>☐ Other: please specify</td></tr>
<tr><td><strong>Mode(s) of delivery</strong></td><td colspan="3">☒Full time          ☒Part time          ☐other please specify</td></tr>
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| **Length of course/start and finish dates** | | | | |
|---|---|---|---|---|
| | **Mode** | **Length years** | **Start - month** | **Finish - month** |
| | Part time | 2 years | September | September |
| | Full time | 1 year | September | September |

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<tr><td><strong>Is this course generally suitable for students on a Tier 4 visa?</strong></td><td>Yes- full time only<br><br>Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated</td></tr>
<tr><td rowspan="2"><strong>Approval dates:</strong></td><td>Subject to validation</td><td>23 May 2019</td></tr>
<tr><td>Course specification last updated and signed off</td><td></td></tr>
<tr><td><strong>Professional, Statutory & Regulatory Body accreditation</strong></td><td colspan="2">Royal Town Planning Institute</td></tr>
</table>

| **Reference points:** | Internal | ▪ Corporate Strategy 2015-2020<br>▪ Academic Quality and Enhancement Manual<br>▪ School Strategy<br>▪ LSBU Academic Regulations |
|---|---|---|
| | External | ▪ QAA Quality Code for Higher Education 2018<br>▪ Framework for Higher Education Qualifications |

|  |  | ▪ QAA Town and Country Planning Subject Benchmark Statement April 2016<br>▪ Competitions and Markets Authority |
|---|---|---|

| **B. Course Aims and Features** |||
|---|---|---|
| **Distinctive features of course** | Heritage: we have been running RTPI accredited courses for over 50 years, the second longest in the UK, and the longest in southern England.<br><br>We focus on enhancing the careers of the UKs planners, so your course, field visits, classes and practice based learning will all be focussed on the UK Planning system and your careers within it.<br><br>Our assessments reflect what a UK Town Planner does including field analysis, visioning exercises, plan making, mapping, data analysis, report writing, negotiations and presenting to peers and in pressure situations. There are no exams in this course.<br><br>Our specialist staff are experts in all aspects of town planning including sustainability, regeneration, urban design, infrastructure development, the leisure economy, community engagement, development agreements and development processes and management, and planning law.<br><br>Our courses have three specialist pathways including: Housing and Regeneration, Sustainable Infrastructures and Mobilities; and Urban Design.<br><br>We have a broad programme of guest speakers from all parts of the Planning and development industry that bring their up-to–the–minute knowledge and expertise to the classroom.<br><br>Specialist options in Urban Design; Housing and Regeneration and Sustainable Infrastructure and Mobilities.<br><br>Residential field trip to analyse what planning processes and characteristics contribute to a city, town, village or region being considered as sustainable. ||
| **Course Aims** | The aims are to<br>1. Develop academically and professionally confident graduates through the provision of a supportive learning environment that nurtures understanding of urban design knowledge, theories, challenges, skills and behaviours;<br>2. Develop the capacity for independent thought, critical reflection, analytical and problem-solving skills, academic curiosity, creativity and strategic thinking in the Urban Design context;<br>3. Enhance student employability by embedding a cohesive blend of professional and academic skills and behaviours; ||

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|---|---|
| | 4. Deliver a curriculum that is able to respond to the changing needs of town planning stakeholders; and<br>5. Optimise professional body membership by providing the development opportunity for students to successfully pass the Accreditation of Professional Competence. |
| **Course Learning Outcomes** | In addition, upon graduation student from the MA Urban Design and Planning will be able to:<br>1. Acquire and interpret a range of information and data and draw conclusions from it in order to find creative solutions to urban design and planning problems;<br><br>2. Communicate effectively with a range of stakeholders in order to present proposals and arguments relating to urban design and planning matters;<br><br>3. Draw upon theory and good practice from a range of urban design and planning situations to inform decision and plan-making processes and outcomes;<br><br>4. Analyse their own performance in relation to the skills, knowledge and behaviours expected of urban design and planning professionals and to plan for the future development of these;<br><br>5. Establish an academic specialism in an area of planning which will support career development; and<br><br>6. Develop the skills and knowledge required to transition to a career in urban design and planning. |

## C. Teaching and Learning Strategy

The learning, teaching and assessment objectives are:
1. To enable the acquisition of subject-specific knowledge, skills and behaviours that underpin successful career in urban design and planning;
2. To develop students as independent learners through a varied assessment schedule, academic support from teaching staff, and guided independent research.
3. To develop and implement fair, transparent, and varied forms of authentic assessment.

To deliver the objectives above the following general practice guidelines have been adopted:

Objective 1:
        To enable the acquisition of subject-specific knowledge, skills and behaviours that underpin successful career in town planning.
1)      to provide of an appropriate range of modules that are up-to-date, relevant and reflect contemporary issues and employer needs in the Town Planning sector;
2)      to provide of an appropriate range of specialist areas within courses;

3) to undertake periodic external review of module materials, course aims and objectives and assessment processes via the RTPI Planning Partnership Board;

4) to set assessments that encourage the use of professional examples and critical analysis; and

5) to ensure the Course Director and teaching team establish and maintain strong links with employers and industry networks.

Objective 2:
To develop students as independent learners through a varied assessment schedule, academic support from tutors.

1) to develop the soft and technical skills and knowledge priorities of employers and the professio body;

2) to provide teaching and academic support to meet individual student needs through PDP processes, tutorials and seminar activities;

3) to embed formative assessment in all modules and develop the use of technology enhanced learning to tailor learning to individual user requirements, as far as possible; and

4) to develop reflective practitioners who develop their skills, knowledge and behaviours by analysing, tasks and processes.

Objective 3: To develop and implement fair, transparent, and varied forms of authentic assessment.

1) to create varied types of assessment which are relevant to students' experience, provide the opportunity to apply theory to practice and which promote rigour, transparency and equity;

2) to use a range of assessment, including formative and summative evaluations of student work, tailored to meet module, course and industry requirements and designed to maximise levels of demonstrable learner achievement;

3) to design assessments that minimise the opportunities for academic misconduct; and

4) to explore the use of online assessment tools and the opportunities for online marking and feedback.

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## D. Assessment

The following is a summary of the course's assessment strategy:

1. Assessment tasks to be as varied in format as possible including essays, reports, interpretative exercises, site analysis, development proposals, viability assessments, portfolios, analysis of skills and behaviours, PDP planning, research reports, presentations, posters, case study analysis, project management, comparative reports and policy analysis;

2. No examinations as they do not reflect the skills needs of the urban design and planning, instead thinking under pressure skills are reflected in other forms of assessment;

3. No more than two summative assessments per module; and

4. Every module to have some form of formative assessment to enable early and useful feedback to students prior to summative assessment. Feedback is provided in several ways including formal and informal approaches. Classroom activities and outcomes within seminars and workshops provide useful informal discursive responses to students. Students also receive formal feedback to formative assessments such as presentations that prepare for written work.

## E. Academic Regulations

The University's Academic Regulations apply for this course in addition local protocols developed by School of Law and Social Sciences apply, including requirements of the RTPI

## F. Entry Requirements

To be considered for entry to the course applicants will be required to have a minimum of a lower second (2:2) Bachelor's Degree, or equivalent, in an appropriate subject area, such as built environment and social science subjects.

In addition, applicants will usually be expected to have 5 GCSE at grade A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).

Applicants with a non-cognate degree and several years' relevant work experience may be offered a place, if they can demonstrate a suitable level of specialist subject knowledge.

International students additionally require an English Language qualification, with an IELTS score of 6.5 or equivalent.

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## Course Structure

The course is structured around 180 credit points. The course offers the award name of MA Urban Design and Planning. The degree is offered as a one year full-time or two-year part-time course. The course structure, showing the modules which comprise the course is as shown:

**Full time course:**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Full time (1 year) (180 credits)** | **S 1** | Planning, Politics and Theory | 7 | 20 | Coursework | 100 |
| | | The Making of Place | 7 | 20 | Coursework | 100 |
| | | Sustainable Places | 7 | 20 | Coursework | 100 |
| | **S 2** | Urban Design Project | 7 | 20 | Coursework | 100 |
| | | Urban Design: from Theory to Practice | 7 | 20 | Coursework | 100 |
| | | Design and Property Development | 7 | 20 | Coursework | 100 |
| | **S1 and S2** | Dissertation 60 credits | 7 | 60 | Coursework | 100 |

**Part-time course:**

| | | | | | | |
|---|---|---|---|---|---|---|
| **YEAR 1 Part Time (80 credits)** | **S 1** | Planning, Politics and Theory | 7 | 20 | Coursework | 100 |
| | | The Making of Place | 7 | 20 | Coursework | 100 |
| | **S 2** | Design and Property Development | 7 | 20 | Coursework | 100 |
| | | Urban Design: from Theory to Practice | 7 | 20 | Coursework | 100 |

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| **YEAR 2 (100 credits)** | **S 1** | Sustainable Places | 7 | 20 | Coursework | 100 |
| | **S 2** | Urban Design Project | 7 | 20 | Coursework | 100 |
| Dissertation 60 credits | | | 7 | 60 | Coursework | 100 |
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Exit Awards:
PG Cert Urban Design and Planning for successful completion of 60 Credits at Level 7
PG Dip Urban Design and Planning for successful completion of 120 credits at Level 7

**H. Course Modules**

| Taught, classroom based modules, based on two semesters. | | | | | | |
|---|---|---|---|---|---|---|
| Module Code | Module Title | Level | Semester(s) | Credit value | Core /option | Assessment |
| | Planning, Politics and Theory | 7 | 1 | 20 | Core | 2 essays |
| | The Making of Place | 7 | 1 | 20 | Core | CW1 Analysis of evolution of a 'place'<br><br>CW2 Visioning for that 'place' |
| | Sustainable Places | 7 | 1 | 20 | Core | CW 1 Poster Reflections on field trip<br><br>CW2 Report Identifying and Learning from Good Practice |
| | Urban Design: from Theory to Practice | 7 | 2 | 20 | Core | CW1 Seminar reading analysis portfolio<br><br>CW2 Application of chosen urban design theorist to study site |
| | Urban Design Project | 7 | 2 | 20 | Core | Analysis, Critique and Design Proposal |
| | Design and Property Development | 7 | 2 | 20 | Core | CW1 Comparative analysis of site proposals (group work)<br><br>CW2 reflective analysis of CW1 and reasoning for chosen scheme (individual) |
| | Dissertation | 7 | 1&2 | 60 | Core | Proposal and self-managed research report |

**I.     Timetable information**

Students will normally receive their confirmed timetable on induction.

**J. Costs and financial support**

Sustainable Places field trip: costs of flights and bed and breakfast included in course fees. Students will need to pay the cost of transport to and from a UK domestic airport as well as lunch and evening meals.

Students will be expected to pay for local to the Southwark campus fieldwork and site visit transport costs.

**Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link-
https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-

# Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

## MAPPING AGAINST RTPI LEARNING OUTCOMES

| Learning Outcome | MODULE |
|---|---|
| 1. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks. | **L7 Dissertation (DA)**<br>**L7 Sustainable Places (TDA)**<br>**L7 Urban Design: From theory to Practice (TDA)**<br>**L7 Design and Property Development (TDA)** |
| 2. Generate integrated and well substantiated responses to spatial planning challenges. | **L7 Dissertation (DA)**<br>**L7 Sustainable Places (TDA)**<br>**L7 Urban Design: From theory to Practice (TDA)** |
| 3. Reflect on the arguments for and against spatial planning and particular theoretical approaches, and assess what can be learnt from experience of spatial planning in different contexts and spatial scales. | **L7 Planning, Politics and Theory (TDA)**<br>**L7 Sustainable Places (TDA)**<br>**L7 Urban Design: From Theory to Practice (TDA)**<br>**L7 Dissertation (DA)** |
| 4. Demonstrate how efficient resource management helps to deliver effective spatial planning. | **L7 The Making of Place (TDA)**<br>**L7 Sustainable Places (TDA)**<br>**L7 Design and Property Development** |
| 5. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures. | **L7 Planning, Politics and Theory (TDA)**<br>**L7 Sustainable Places (TDA)**<br>**L7 Design and Property Development (TDA)**<br>**L7 Dissertation (DA)** |
| 6. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change. | **L7 Sustainable Places (TDA)**<br>**L7 Urban Design Project (TDA)** |
| 7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process. | **L7 Planning, Politics and Theory (TDA)** |
| 8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community. | **L7 Planning, Politics and Theory (TDA)**<br>**L7 Design and Property Development (TDA)**<br>**L7 The Making of Place (TD)** |
| 9. Explain the principles of equality and equality of opportunity in relation to spatial planning in order to positively promote the involvement of different communities, and evaluate the importance and effectiveness of community engagement in the planning process. | **L7 The Making of Place (TDA)**<br>**L7 Planning, Politics and Theory (TDA)**<br>**L7 Design and Property Development (TDA)**<br>**L7 Sustainable Places (TD)** |
| 10. Evaluate the principles and processes of design for creating high | **L7 Urban Design: From Theory to Practice (TDA)**<br>**L7 The Making of Place (TDA)**<br>**L7 Urban Design Project (TDA)** |

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| quality places and enhancing the public realm for the benefit of all in society. | |
| 11. Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions. | **L7 Dissertation (DA)** |
| 12. Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership skills. | **L7 The Making of Place (TDA)**<br>**L7 Design and Property Development (TDA)** |
| 13. Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence. | **L7 Planning Politics and Theory (TDA)** |
| 1. Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning. | **L7 Design and Property Development (TDA)**<br>**L7 Dissertation (DA)** |
| 2. Evaluate the social, economic, environmental and political context for the area of specialism. | **L7 Planning Politics and Theory (TDA)**<br>**L7 Urban Design Project (TDA)**<br>**L7 Dissertation (DA)** |
| 3. Evaluate the distinctive contribution of the specialism to the making of place and the mediation of space. | **L7 The Making of Place (TDA)**<br>**L7 Urban Design Project (TDA)**<br>**L7 Dissertation (DA)** |
| 4. Demonstrate the relationship within a spatial planning context of the particular area of specialism to other specialist areas of expertise. | **L7 Urban Design Project (TDA)**<br>**L7 Dissertation (DA)** |
| 5. Demonstrate the type and quality of skills that would be expected of a graduate from this specialism undertaking the practice experience period of the APC. | **L7 Urban Design Project (TDA)** |
| 6. Assess the contribution of the specialism to the mitigation of, and adaptation to, climate change | **L7 Urban Design Project (TDA)** |

Personal Development Planning

| Approach to PDP | Level 7 |
|---|---|
| **Supporting the development and recognition of skills through the personal tutor system.** | The focus of tutoring meetings will be on the students preparedness for the Accreditation of Professional Competence and hence their active Best Practice module. |
| **Supporting the development and recognition of skills and knowledge.** | Continued development of career skills via best Practice module.<br><br>Development of skills in thinking under pressure via mock public inquiry in Planning Law in Practice module<br><br>Development of self-management skills via Dissertation / Major Project |
| **Supporting the development and recognition of skills through purpose designed modules and assessments** | Development of PDP and CPD in Best Practice module and development of skills of thinking under pressure in Planning Law in Practice. Development of skills in Sketch Up in Place Making.<br><br>Research skills and self-management skills in Dissertation / Major Project Module |
| **Supporting the development and recognition of skills through research** | All module assessment requires research skills to be used and developed. Best Practice requires researching good practice. |
| **Supporting the development and recognition of career management skill through work placements or work experience** | Development of PDP and preparation for Accreditation of Professional Competence in Best Practice module. |
| **Supporting the development of their skills and attitudes as a basis for continuing professional development** | PDP and CPD planning and preparation for APC in Best Practice module |
| **Supporting the development of skills by recognising that they can be developed through extra curricula activities** | A programme of extracurricular employability seminars and workshops will run alongside the degree programme.<br>This programme may include:<br>• Discipline specific guest speakers from commerce, industry and practice<br>• Professional body input<br>• Group exercise and competitions (including RTPI Competition) to develop team working skills |

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| | • Planning Society<br><br>Additionally Students are advised and directed to relevant central University support services such as:<br>• Academic research and referencing skills (Library)<br>• Basic numeracy and English Skills (Student Centre)<br>• Microsoft Office (Library)<br>• Employability and Entrepreneurship (Enterprise Centre)<br><br>Communication of opportunities for extra curricula skills development will be through:<br>• VLE<br>• Personal Tutoring / Student Support<br>• Announcements in lectures and seminars (coordinated team communication approach for academic staff)<br>•      Posters and various student led societies. |
| **Other approaches to PDP** | Alumni and guest lecturers exemplar of best practice<br><br>Industry Speakers<br><br>Professional bodies input<br><br>Volunteering opportunities |
| **The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary** | PDP and CPD development and preparation for APC in Best Practice module<br><br>Reflection of skills and knowledge in relation to field trip speakers in field trip log |