



<b>A. Course Information</b>															
<b>Final award title(s)</b>	PG Dip Town and Country Planning														
<b>Intermediate exit award title(s)</b>	PG Cert Town and Country Planning														
<b>UCAS Code</b>		<b>Course Code(s)</b>	5558 FT 5559PT												
<b>School</b>	London South Bank University														
<b>Division</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS														
<b>Course Director</b>	Urban, Environment and Leisure Studies														
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify														
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify														
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1 year</td> <td>September</td> <td>June</td> </tr> <tr> <td>Part time</td> <td>2 years</td> <td>September</td> <td>June</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1 year	September	June	Part time	2 years	September	June
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Full time	1 year	September	June												
Part time	2 years	September	June												
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	<p style="text-align: center;">Yes- full time only</p> <p>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.</p>														
<b>Approval dates:</b>	Subject to validation	23 May 2019													
	Course specification last updated and signed off														
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Royal Town Planning Institute														
<b>Reference points:</b>	Internal	<ul style="list-style-type: none"> <li>▪ Corporate Strategy 2015-2020</li> <li>▪ Academic Quality and Enhancement Manual</li> <li>▪ School Strategy</li> <li>▪ LSBU Academic Regulations</li> </ul>													
	External	<ul style="list-style-type: none"> <li>▪ QAA Quality Code for Higher Education 2018</li> <li>▪ Framework for Higher Education Qualifications</li> <li>▪ QAA Town and Country Planning Subject Benchmark Statement April 2016</li> <li>▪ Competitions and Markets Authority</li> </ul>													

<b>B. Course Aims and Features</b>	
<b>Distinctive features of course</b>	<p>Heritage: we have been running RTPI accredited courses for over 50 years, the second longest in the UK, and the longest in southern England.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Our courses have three specialist pathways including: Housing and Regeneration, Sustainable Infrastructures and Mobilities; and Urban Design.</p> <p>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; residential field trip to analyse what planning processes and characteristics contribute to a city, town, village or region being considered as sustainable.</p>
<b>Course Aims</b>	<p>The aims are to:</p> <ol style="list-style-type: none"> <li>1. Develop academically and professionally confident graduates through the provision of a supportive learning environment that nurtures understanding of Town Planning knowledge, theories, challenges, skills and behaviours;</li> <li>2. Develop the capacity for independent thought, critical reflection, analytical and problem-solving skills, entrepreneurial spirit, academic curiosity, creativity and strategic thinking in the Town Planning context;</li> <li>3. Enhance student employability by embedding a cohesive blend of professional and academic skills and behaviours relevant to the planning profession;</li> <li>4. Deliver a curriculum that is able to respond to the changing needs of town planning stakeholders; and</li> <li>5. Optimise professional body membership by providing the development opportunity for students to successfully pass the Accreditation of Professional Competence.</li> </ol>
<b>Course Learning Outcomes</b>	<p>In addition to meeting the requirements of the RTPI Policy Statement specific learning outcomes, by the time they graduate from the PG Dip Town and Country Planning students will be able to:</p>

	<ol style="list-style-type: none"> <li>1. Acquire and interpret a range of information and data and draw conclusions from it in order to find creative solutions to town planning problems;</li> <li>2. Communicate effectively with a range of stakeholders in order to present proposals and arguments relating to town planning matters;</li> <li>3. Draw upon theory and good practice from a range of town planning situations and specialist standpoints to inform decision and plan-making processes and outcomes;</li> <li>4. Analyse their own performance in relation to the skills, knowledge and behaviours expected of town planning professionals and to plan for the future development of these;</li> <li>5. Establish an academic specialism in an area of planning which will support career development; and</li> <li>6. Develop the skills and knowledge required to transition to a career in planning.</li> </ol>
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### **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 town planning;
2. To develop students as independent learners and researchers through a varied assessment schedule, academic support from teaching staff.
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 a 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;
- 5) To ensure 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 teaching staff, and guided independent research.

- 1) to develop the soft and technical skills and knowledge priorities of employers and the professional body;
- 2) to provide teaching, academic support to meet individual student needs through, 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;
- 4) to develop reflective practitioners who develop their skills, knowledge and behaviours by analysing their work environment, 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;
- 4) to explore the use of online assessment tools and the opportunities for online marking and feedback;

#### **D. Assessment**

- The following is a summary of the course's assessment strategy:
- Assessment tasks to be as varied in format as possible including essays, reports, interpretative exercises, site analysis, development proposals, financial viability assessments, portfolios, analysis of skills and behaviours, PDP planning, research reports, presentations, posters, case study analysis, project management, comparative reports and policy analysis;
- No examinations as they do not reflect the skills needs of the town planner, instead thinking under pressure skills are reflected in other forms of assessment;
- No more than two summative assessments per module; and
- 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**

In order 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 geography, built environment, social science or humanities subjects. Applicants with other degrees and several years' relevant work experience may be offered a place, if they can demonstrate a suitable level of specialist subject knowledge.

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

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

## G. Course structure(s)

### Course overview

The course is structured around 180 credit points. The course offers the award name of MA Town and Country 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:

		Module	Level	Credits	Assessment	Weighting
Full time (1 year) (120 credits)	<b>S1</b>	Planning, Politics and Theory	7	20	Coursework	100
		The Making of Place	7	20	Coursework	100
		Sustainable Places	7	20	Coursework	100
	<b>S2</b>	Specialism options (chose one) Housing and Regeneration Urban Design Project Sustainable Infrastructure and Mobilities	7	20	Coursework	100
		Planning Law in Practice	7	20	Coursework	100
		Transitioning into Practice	7	20	Coursework	100

#### Part-time course:

		Module	Level	Credits	Assessment	Weighting
YEAR 1 Part Time (80 credits)	<b>S1</b>	Planning, Politics and Theory	7	20	Coursework	100
		The Making of Place	7	20	Coursework	100
	<b>S2</b>	Transitioning into Practice	7	20	Coursework	100
		Planning Law in Practice	7	20	Coursework	100

		Module	Level	Credits	Assessment	Weighting
YEAR 2 (40 credits)	<b>S1</b>	Sustainable Places	7	20	Coursework	100
	<b>S2</b>	Specialism options (chose one) Housing and Regeneration Urban Design Project Sustainable Infrastructure and Mobilities	7	20	Coursework	100

#### Exit Award Requirements

PG Cert Town and Country Planning 60 credits at Level 7

**Placements information**

Not applicable

**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' CW2 Visioning for that 'place'
	Sustainable Places	7	1	20	Core	CW 1 Poster Reflections on field trip CW2 Report Identifying and Learning from Good Practice
	Planning Law in Practice	7	2	20	Core	Public Enquiry Evidence Paper Presentation and Cross Examination
	Housing and Regeneration	7	2	20	Option	Case Study Report
	Urban Design Project	7	2	20	Option	Analysis, Critique and Design Proposal
	Sustainable Infrastructure and Mobilities	7	2	20	Option	Evaluative report and visioning plan
	Transitioning into Practice	7	2	20	Core	Reflective Portfolio, PDP and CPD plans

**I. Timetable information**

Students will normally receive their confirmed timetable on induction.

**J. Costs and financial support**

Costs of flights and bed and breakfast for the field trip in Sustainable Places modules are included in the course fees. Students will need to pay the cost of transport to and from a UK domestic airport as well as for 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-LSBU/#expenses>

## **List of Appendices**

Appendix A: Curriculum Map



## 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 RTPPI Learning Outcomes

<b>Learning Outcome</b>	<b>MODULE</b>
1. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks.	<b>L7 Planning Law in Practice (TDA)</b> <b>L7 Housing and Regeneration (TD)</b> <b>L7 Sustainable Places (TDA)</b>
2. Generate integrated and well substantiated responses to spatial planning challenges.	<b>L7 Planning Law in Practice (TDA)</b> <b>L7 Housing and Regeneration (TDA)</b> <b>L7 Sustainable Places (TDA)</b> <b>L7 The Making of Place (TDA)</b> <b>L7 Sustainable Infrastructure and Mobilities TDA</b>
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.	<b>L7 The Making of Place (TDA)</b> <b>L7 Planning, Politics and Theory (TDA)</b> <b>L7 Housing and Regeneration</b> <b>L7 Sustainable Places (TDA)</b> <b>L7 Sustainable Infrastructure and Mobilities TDA</b>
4. Demonstrate how efficient resource management helps to deliver effective spatial planning.	<b>L7 The Making of Place (TDA)</b> <b>L7 Sustainable Places (TDA)</b> <b>L7 Sustainable Infrastructure and Mobilities TDA</b>
5. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.	<b>L7 Planning, Politics and Theory (TDA)</b> <b>L7 Planning Law in Practice (TDA)</b> <b>L7 Housing and Regeneration (TDA)</b> <b>L7 Transitioning into Practice (DA)</b> <b>L7 Sustainable Places (TDA)</b>
6. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change.	<b>L7 Planning Law in Practice (TD)</b> <b>L7 Sustainable Infrastructures and Mobilities (TDA)</b> <b>L7 Urban Design Project (TDA)</b> <b>L7 Sustainable Places (TDA)</b>
7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process.	<b>L7 Planning Law in Practice (TDA)</b> <b>L7 Planning, Politics and Theory (TDA)</b>
8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.	<b>L7 Housing and Regeneration (TD)</b> <b>L7 Planning, Politics and Theory (TDA)</b> <b>L7 The Making of Place (TD)</b>

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.	<b>L7 The Making of Place TDA</b> <b>L7 Planning, Politics and Theory (TDA)</b> <b>L7 Planning Law in Practice (TDA)</b> <b>L7 Housing and Regeneration (TD)</b> <b>L7 Sustainable Places (TD)</b>
10. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.	<b>L7 Sustainable Infrastructures and Mobilities (TDA)</b> <b>L7 The Making of Place (TDA)</b> <b>L7 Urban Design Project (TDA)</b>
11. Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.	<b>L7 Housing and Regeneration (TDA)</b> <b>L7 Sustainable Places (TDA)</b> <b>L7 Transitioning into Practice (TDA)</b>
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.	<b>L7 Planning Law in Practice (TDA)</b> <b>L7 Transitioning into Practice (TDA)</b> <b>L7 The Making of Place (TDA)</b> <b>L7 Sustainable Places (TDA)</b>
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.	<b>L7 Transitioning into Practice (TDA)</b> <b>L7 Planning, Politics and Theory (TDA)</b>
1. Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning.	<b>L7 Housing and Regeneration (TDA)</b> <b>L7 Sustainable Infrastructures and Mobilities (TDA)</b> <b>L7 Urban Design Project (TDA)</b> <b>L7 Transitioning into Practice (TDA)</b>
2. Evaluate the social, economic, environmental and political context for the area of specialism.	<b>L7 Planning Politics and Theory (TDA)</b> <b>L7 Housing and Regeneration (TDA)</b> <b>L7 Urban Design Project (TDA)</b> <b>L7 Sustainable Infrastructures and Mobilities (TDA)</b>
3. Evaluate the distinctive contribution of the specialism to the making of place and the mediation of space.	<b>L7 Housing and Regeneration (TD)</b> <b>L7 Sustainable Infrastructures and Mobilities (TDA)</b> <b>L7 Urban Design Project (TDA)</b>
4. Demonstrate the relationship within a spatial planning context of the	<b>L7 Housing and Regeneration (TD)</b>

particular area of specialism to other specialist areas of expertise.	<b>L7 Sustainable Infrastructures and Mobilities (TDA)</b> <b>L7 Urban Design Project (TDA)</b>
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.	<b>L7 Housing and Regeneration (TD)</b> <b>L7 Sustainable Infrastructures and Mobilities (TD)</b> <b>L7 Urban Design Project (TD)</b> <b>L7 Transitioning into Practice (TDA)</b>
6. Assess the contribution of the specialism to the mitigation of, and adaptation to, climate change	<b>L7 Housing and Regeneration (TDA)</b> <b>L7 Sustainable Infrastructures and Mobilities (TDA)</b> <b>L7 Urban Design Project (TDA)</b>

## Personal Development Plan

Approach to PDP	Level 7
<b>Supporting the development and recognition of skills through the personal tutor system.</b>	The focus of tutoring meetings will be on the students preparedness for the Accreditation of Professional Competence and hence their active Best Practice module.
<b>Supporting the development and recognition of skills and knowledge.</b>	Continued development of career skills via best Practice module.  Development of skills in thinking under pressure via mock public inquiry in Planning Law in Practice module  Development of self-management skills via Transitioning into Practice
<b>Supporting the development and recognition of skills through purpose designed modules and assessments</b>	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.  Research skills and self-management skills in Transitioning into Practice
<b>Supporting the development and recognition of skills through research</b>	All module assessment requires research skills to be used and developed. Best Practice requires researching good practice.
<b>Supporting the development and recognition of career management skill through work placements or work experience</b>	Development of PDP and preparation for Accreditation of Professional Competence in Best Practice module.
<b>Supporting the development of skills by recognising that they can be developed through extra curricula activities</b>	A programme of extracurricular employability seminars and workshops will run alongside the degree programme. This programme may include: <ul style="list-style-type: none"> <li>• Discipline specific guest speakers from commerce, industry and practice</li> <li>• Professional body input</li> <li>• Group exercise and competitions (including RTPI Competition) to develop team working skills</li> <li>• Planning Society</li> </ul>

	<p>Additionally Students are advised and directed to relevant central University support services such as:</p> <ul style="list-style-type: none"> <li>• Academic research and referencing skills (Library)</li> <li>• Basic numeracy and English Skills (Student Centre)</li> <li>• Microsoft Office (Library)</li> <li>• Employability and Entrepreneurship (Enterprise Centre)</li> </ul> <p>Communication of opportunities for extra curricula skills development will be through:</p> <ul style="list-style-type: none"> <li>• VLE</li> <li>• Personal Tutoring / Student Support</li> <li>• Announcements in lectures and seminars (coordinated team communication approach for academic staff)</li> <li>• Posters and various student led societies.</li> </ul>
<p><b>Supporting the development of their skills and attitudes as a basis for continuing professional development</b></p>	<p>PDP and CPD planning and preparation for APC in Best Practice module</p>
<p><b>Other approaches to PDP</b></p>	<p>Alumni and guest lecturers exemplar of best practice</p> <p>Industry Speakers</p> <p>Professional bodies input</p> <p>Volunteering opportunities</p>
<p><b>The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary</b></p>	<p>PDP and CPD development and preparation for APC in Best Practice module</p> <p>Reflection of skills and knowledge in relation to field trip speakers in field trip log</p>