Course Specification

A. Course Information	
Final award title(s)	BA (Hons) Urban and Environmental Planning
Intermediate exit award title(s)	Cert HE Urban and Environmental Planning Dip HE Urban and Environmental Planning
UCAS Code		**Course Code(s)**	1232 FT 5574 PT
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☒ LSS		
Division	Urban Environment and Leisure Studies		
Course Director			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify		
Length of course/start and finish dates	<table><tr><th>Mode</th><th>Length years</th><th>Start - month</th><th>Finish - month</th></tr><tr><td>Full time</td><td>3 years</td><td>September</td><td>June</td></tr><tr><td>Part time</td><td>5 years</td><td>September</td><td>June</td></tr></table>		
Is this course generally suitable for students on a Tier 4 visa?	Yes- full time only 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.		
Approval dates:	Subject to validation	23 May 2019	
	Course specification last updated and signed off	September 2020	
Professional, Statutory & Regulatory Body accreditation	Royal Town Planning Institute		
Reference points:	Internal	▪ Corporate Strategy 2015-2020 ▪ Academic Quality and Enhancement Manual ▪ School Strategy ▪ LSBU Academic Regulations	
	External	▪ QAA Quality Code for Higher Education 2018 ▪ Framework for Higher Education Qualifications	

		▪ QAA Town and Country Planning Subject Benchmark Statement April 2016 ▪ Competitions and Markets Authority

<div align="center">

B. Course Aims and Features

</div>

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; • 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; • 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; • 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; • Our courses prepare you for our three postgraduate specialist pathways of: Housing and Regeneration, Sustainable Infrastructures and Mobilities; and Urban Design; • 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; and • We have a residential field trip in Semester 1 of Level 4 that introduces you to a range of planning issues in urban and rural context and gives the class a common knowledge base and a chance to get to know each other and the lecturing staff.
Course Aims	The aims are to: 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; 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; 3. Enhance student employability by embedding a cohesive blend of professional and academic skills and behaviours; 4. Deliver a curriculum that is able to respond to the changing needs of town planning stakeholders; and 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 to meeting the requirements of the RTPI's learning outcomes, students will also, by the time they graduate from the BA (Hons) Urban and Environmental Planning be able to:
	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;
	2. Communicate effectively with a range of stakeholders in order to present proposals and arguments relating to town planning matters;
	3. Draw upon theory and good practice from a range of town planning situations to inform decision and plan-making processes and outcomes;
	4. Analyse their own performance in relation to the skills, knowledge and behaviours expected of town planning professionals; and
	5. Confidently address new situations and be able to generate and implement innovative and appropriate processes and outcomes.

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, and academic support from tutors; and
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; and
4) to set assessments that encourage the use of workplace examples (where appropriate) and critical analysis;
5) To ensure the Course Director and teaching team establish and maintain strong links with employers and industry's networks

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

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 professional body 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:

1. Assessment tasks to be as varied in format as possible including essays, reports, interpretative exercises, site analysis, development proposals, viability assessments, research reports, presentations, posters, case study analysis, and policy analysis;

2. 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;

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 the following qualifications:

1. A Level BCC;
2. BTEC National Diploma MMM;
3. Access to HE qualifications with 9 Distinctions and 36 Merits; or
4. Equivalent Level 3 qualifications worth 106 UCAS points

Applicants without these qualifications will be considered on a case by case basis if they have relevant work experience in the Town Planning environment.

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

International students additionally require and English Language Qualification, with an IELTS score of 6.0 or equivalent

		G. Course structure(s)			

Course overview

The course is structured around 360 credit points. The course offers the award name of BA (Hons) Urban and Environmental Planning. The degree is offered as a three-year full-time course, or five-year course over two semesters per year. The course structure, showing the modules which comprise the course is as shown:

Full-time programme:

		Module Title	Level	Credit value	Assessment	Weighting CW: EX
YEAR 1 (120 credits)	S1	Making Sustainable Places	4	20	Coursework	100: 0
		Planning History and Principles	4	20	Coursework	100: 0
		Society, Space and Place	4	20	Coursework	100: 0
	S2	Development Management	4	20	Coursework	100: 0
		Plans, People and Processes	4	20	Coursework	100:0
		Geographical Investigations	4	20	Coursework	100:0

YEAR 2 (120 credits)	S1	Environmental Change: Issues and Impacts	5	20	Coursework	100: 0
		Strategies, Visions and Design	5	20	Coursework	100: 0
		Spatial Research Methods	5	20	Coursework	100: 0
	S2	Planning for Housing	5	20	Coursework	100: 0
		Local Economic Development	5	20	Coursework	100:0
		Geographies of Regeneration OR Work Experience	5	20	Coursework	100:0

YEAR 3 (120 credits)	S1	Evidence Based Planning	6	20	Coursework	100: 0
		Real Estate Valuation	6	20	Coursework	100: 0
	S2	International Planning Perspectives	6	20	Coursework	100: 0
		Cities and Representations	6	20	Coursework	100:0
		Dissertation (double module over S1 and S2)	6	40	Coursework	100:0

Part-time programme:

		Module Title	Level	Credit value	Assessment	Weighting CW: EX
YEAR 1 (80 credits)	**S1**	Making Sustainable Places	4	20	Coursework	100: 0
		Planning History and Principles	4	20	Coursework	100: 0
	S2	Development Management	4	20	Coursework	100: 0
		Plans, People and Processes	4	20	Coursework	100:0
YEAR 2 (80 credits)	**S1**	Society, Space and Place	4	20	Coursework	100: 0
		Environmental Change: Issues and Impacts	5	20	Coursework	100: 0
	S2	Geographical Investigations	4	20	Coursework	100: 0
		Planning for Housing	5	20	Coursework	100: 0
YEAR 3 (80 credits)	**S1**	Strategies, Visions and Designs	5	20	Coursework	100: 0
		Spatial Research Methods	5	20	Coursework	100: 0
	S2	Local Economic Development	5	20	Coursework	100: 0
		Geographies of Regeneration OR Work Experience	5	20	Coursework	100: 0
YEAR 4 (80 credits)	**S1**	Evidence Based Planning	6	20	Coursework	100: 0
		Real Estate Valuation	6	20	Coursework	100: 0
	S2	International Planning Perspectives	6	20	Coursework	100: 0
		Cities and Representations	6	20	Coursework	100: 0
Year 5 (40 credits)	**S1 +S2**	Dissertation: double module	6	40	Coursework	100: 0

Exit awards requirements

Cert HE Urban and Environmental Planning 120 credits at Level 4

Dip HE Urban and Environmental Planning 120 credits at Level 4 and 120 credits at Level 5

Placements information
Not applicable

H. Course Modules
Modules on this course are delivered via taught, classroom based modules, based on two semesters

Module Code	Module Title	Level	Semester	Credit value	Core or option	Assessment
	Making Sustainable Places	4	1	20	Core	Fieldtrip Policy Analysis Report
	Planning History and Principles	4	1	20	Core	2 x Essay
	Society, Space and Place	4	1	20	Core	A 'neighbourhood survey' using a combination of statistical, photographic and written techniques (100%)
	Development Management	4	2	20	Core	Case Study Pt 1 Case Study Pt 2
	Plans, People and Processes	4	2	20	Core	Map Interpretation Exercise Area Characterisation and Mapping Exercise
	Geographical Investigations	4	2	20	Core	Coursework 1: Essay: Critical cartography: a deconstruction of three political/planning maps (50% of total assessment; Coursework 2: A Psychogeographic dérive: Alternative mappings and understanding urban environments (50% of assessment;).
	Environmental Change: Issues and Impacts	5	1	20	Core	Visual display poster: case study innovative environmental project

						Essay evaluating environmental concepts and the role of planning
	Strategies, Visions and Design	5	1	20	Core	Area analysis and Vision Design Proposal
	Geographies of Regeneration	5	1	20	Option	Fieldtrip report
	Work Experience	5	1	20	Option	Portfolio including a self-reflective summary of their skills development and experiences during their period of employment.
	Planning for Housing	5	2	20	Core	Essay
	Local Economic Development	5	2	20	Core	Report: Local economic data Presentation building report
	Spatial Research Methods	5	2	20	Core	Research project using spatial research techniques.
	Evidence Based Planning	6	1	20	Core	Presentation: Research Topic and data requirements Research Proposal
	Real Estate Valuation	6	1	20	Core	Viability Report
	International Planning Perspectives	6	2	20	Core	Comparative Essay
	Cities and Representations	6	2	20	Core	Essay
	Dissertation	6	1+2	40	Core	CW1: Pass/Fail – Dissertation proposal CW2: 100% Dissertation 10,000 words

I.   Timetable information

Students will normally receive their confirmed timetable on induction.

J.   Costs and financial support

The level 4 fieldtrip transport and bed and breakfast accommodation is included within the costs of the course.

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/undergraduate/fees-and-funding or
- 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 Mapped against RTPI Learning Outcomes
Appendix B: Educational Framework (undergraduate courses)

Appendix A: Curriculum Mapped against RTPI Learning Outcomes

This shows how the RTPI learning outcomes are met by the course modules. This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course.

Learning Outcome	BA UEP
General Learning Outcomes for Graduates in Town Planning (PGDip and Above)	
1. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks.	L4 Making Sustainable Places (TDA) L4 Development Management (TDA) L4 Planning History and Principles (TDA) L5 Evidence Based Planning (TDA) L5 Local Economic Development (TDA) L6 International Planning (TDA) L6 Real Estate Valuation (TDA) L6 Dissertation (DA)
2. Generate integrated and well substantiated responses to spatial planning challenges.	L4 Development Management (TDA) L4 Making Sustainable Places (TDA) L4 Society, Space and Place (TDA) L4 Plans, People and Processes (TDA) L5 Environmental Change: Issues and Impacts (TD) L5 Planning for Housing (TDA) L5 Geographies of Regeneration (TDA) L5 Local Economic Development (TD) L5 Spatial Research Techniques (TDA) L6 International Planning (TDA) L6 Evidence Based Planning (TDA) L6 Dissertation (DA)
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.	L4 Society, Space and Place (TD) L4 Planning History and Principles (TDA) L5 Geographies of Regeneration (TD) L5 Planning for Housing (TD) L6 Cities and Representations (TDA) L6 Dissertation (DA)
4. Demonstrate how efficient resource management helps to deliver effective spatial planning.	L4 Making Sustainable Places (TDA) L4 Development Management (TDA) L5 Local Economic Development (TDA) L5 Environmental Change: Issues and Impacts (TDA) L6 Real Estate Valuation (TDA)
5. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.	L4 Development Management (TDA) L4 Planning History and Principles (TDA) L5 Local Economic Development (TD) L5 Planning for Housing (TDA) L5 Geographies of Regeneration (TD) L6 Evidence Based Planning (TDA) L6 International Planning Perspectives (DA) L6 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.	L4 Making Sustainable Places (TDA) L4 Society, Space and Place (TDA) L5 Environmental Change: Issues and Impacts (TDA) L6 Cities and Representations (TDA)
7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process.	L4 Development Management (TD) L4 Planning History and Principles (TDA)

8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.	L5 Geographies of Regeneration (TD) L5 Strategies, Visions and Design (TDA) L6 Real Estate Valuation (TDA)
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.	L4 Development Management (TD) L4 People, Plans and Processes (TDA) L4 Planning, History and Principles (TDA) L5 Planning for Housing (TD) L5 Local Economic Development (TDA)
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.	L4 Development Management (TD) L4 Plans, People and Processes (TDA) L5 Strategies, Visions and Design (TDA)
11. Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.	L4 Society, Space and Place (TDA) L4 Geographical Investigations (TDA) L4 Plans, People and Processes (TDA) L5 Evidence Based Planning (TDA) L5 Spatial Research Techniques (TDA) L5 Planning for Housing (TDA) L5 Local Economic Development (TDA) L5 Geographies of Regeneration (TDA) L6 Real Estate Valuation (TDA) L6 Dissertation (TDA)
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.	L4 Society, Space and Place (TDA) L4 Geographical Investigations (TD) L4 Development Management (TDA) L5 Local Economic Development (TDA) L5 Work Experience (TDA) L5 Environmental Change: Issues and Impacts (TDA) L5 Strategies, Visions and Design (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.	L5 Local Economic Development (TD) L5 Work Experience (TDA)
Knowledge and Skills Related to Specialism	
1. Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning.	L5 Planning for Housing (TDA) L5 Geographies of Regeneration (TDA) L6 Dissertation (TDA)
2. Evaluate the social, economic, environmental and political context for the area of specialism.	L4 Planning History and Principles (TDA) L5 Planning for Housing (TDA) L6 International Planning Perspectives (TDA) L6 Dissertation (TDA)
3. Evaluate the distinctive contribution of the specialism to the	L5 Planning for Housing (TD) L6 Dissertation (TDA)

making of place and the mediation of space.	
4. Demonstrate the relationship within a spatial planning context of the particular area of specialism to other specialist areas of expertise.	L5 Planning for Housing (TD) L6 Dissertation (TDA)
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.	L5 Spatial Research Techniques (TDA)
6. Assess the contribution of the specialism to the mitigation of, and adaptation to, climate change	L5 Environmental Change: Issues and Impacts (TDA)

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	• Students become student members of the RTPI • Upon completion of the associated Post Graduate Diploma and EPA students become Members of the RTPI. • Students participate in a residential field trips. • Guest lectures throughout modules bring students into contact with leading industry figures and their work.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	• At level 4 key study skills are taught in Planning History and Principles. • Making Sustainable Places develop field work skills and reflective report writing.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity	• Students learn in groups during seminar and workshop sessions across Level 4 modules, and during the residential field trip.

	of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	• All material is made available on the Virtual Learning Environment and Perry Library • Al material is put on the VLE at one day before the class.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	• Feedback is given within 15 working and identifies why the students have been given the mark and what they can do to improve in the future. • Where appropriate class feedback is given to students on formative and summative assessments. • The dissertation has a pass / fail proposal that is submitted and feedback given on.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as	• In preparation for their Dissertation, students receive specialist research methods training during Spatial Research Methods at level 5.

	prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	• The field trip in Making Sustainable Places all require the student to learn from practice or situated learning and reflect on this. • Plans, People and Processes; Strategies, Visions and Design Urban Design Project all required analysis of real life case studies and sites.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	• The planning team draw upon their diverse experience, and emphasise a commitment to social justice and global responsibility across all modules taught.

Curricula informed by employer and industry need	Work-based learning Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	• The team engage regularly with the Royal Town Planning Institute and meet on an annual basis as part of the RTPI-LSBU Partnership Board. • Guest lecturers from industry are used across our modules. • Students can draw upon and reflect on their own workplace experience in taught modules helping them develop their professional skills, behaviours, knowledge and competences.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	• Students are provided with a range of assessments across all levels of the programmes. These include essays, reports, surveys, presentations, design projects, viability assessments, spatial plans and portfolios. • These range of assessments enable students to develop their skills across urban and environmental planning. • These assess not only knowledge but skills and behaviours and help set the student on a path of professional lifelong learning.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences	• At level 4 students have the opportunity to engage in field work that enables them to develop their group-based learning skills within

	Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	the context of contemporary regeneration practices. • Group work is embedded in many modules through seminar and workshop exercises, site assessments, and presentations. Mostly group work is formative in nature, as summative group work proves difficult and unpopular with part-time students who work in a dispersed geographical environment
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	• Students are provided with a range of assessments to develop their written and communication skills. • Assessments used during the programme include: essays, reports, surveys, presentations, design projects, viability assessments, spatial plans, and portfolios • In doing so, students develop and enhance their analytical, critical thinking and problem-solving skills.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	• Students will have the opportunity to undertake a Work Placement module at level 5, enabling them to build their professional practice and develop planning work experience.
Curricula informed by	Capstone project/dissertation	• All Level 6 students are required to undertake a dissertation, which represents an extended

| employer and industry need / Assessment *for* learning / High impact pedagogies | The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**. | independent piece of research in an area of planning, and demonstrates a range of skills, including – data collection, critical analysis, independent research, and making practical or policy recommendations. |

Personal Development Planning			
Approach to PDP	Level 4	Level 5	Level 6
Supporting the development and recognition of skills through the personal tutor system.	This is a compulsory process to support student's transition into Higher Education and begins at Induction Students will meet their personal tutor at least once in semester 1 and once in semester 2. If needed the number of these meetings can be increased to suit individual needs The division will work more closely with support services and societies and the student to ensure opportunities for personal development are supported. As part of the 50th anniversary celebration we are setting up a Planning Society	Personal tutoring will continue to be administered via the Course Director. Students are encouraged to seek personal tutoring with a focus on the development of their knowledge in specialist areas of planning. The process will also require students to reflect on their performance during the academic year.	Continued support will be provided via the course team and Course Director. The focus of tutoring meetings will be on the student's progress in the Dissertation.
Supporting the development and recognition of skills and knowled	Self-assessment through the induction programme Signposting to necessary support functions via the Assessment of a wide range of skills and knowledge through formative assessment Timely feedback in all modules	Continued monitoring through personal tutors Development of planning skills through practically orientated assessments Extra curricula activity programme running alongside core academic programme, including the Planning Society	Development of research skills and viability assessment skills. Development of self-management and independent study skills Extra curricula activity programme running alongside core academic programme

	Extra curricula activity programme running alongside core academic programme including research seminars and Planning Society and field trip		
Supporting the development and recognition of skills through purpose designed modules and assessments	Specific modules at Level 4 are: Field Study Skills and stakeholder analysis Making Sustainable Places Skills in map reading and interpretation in People and Plan Making and research and GIS skills in Geographical Investigations	Further development of research skills and knowledge in Spatial Research Methods Plus skills in site analysis in Strategies, Visons and Design and presentational skills in Environmental Change: Issues and Impacts Work Place Skills and Behaviours in Work Placement module	Research skills in Evidence Based Planning, Dissertation. Skills in viability analysis in real Estate Valuation.
Supporting the development and recognition of skills through research	Research techniques developed; referencing, bibliography, sources of information; academic journals, structure introduced in Planning History and Principles Research Skills developed Geographical Investigations.	Research skills are developed Spatial Research methods along with field observation skills in Strategies, Visions and Design. Data gathering and interpretation skills developed in Local Economic Development.	In-depth and complex research skills are required to complete all coursework assignments, Evidence Based Learning introduces Planning related Research Skills and the Dissertation develops these..
Supporting the development and recognition of career management skill through work placements or work experience	Assessment of own skills and writing of own PDP plan in Induction programme employer	Via personal tutor reviews assess employability skills development	Via personal tutor reviews assess employability skills development in Work Placement Modules

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.* This programme may include: • Discipline specific guest speakers from commerce, industry and practice • Professional body input • Group exercise and competitions (including RTPI Competition) to develop team working skills • Planning Society *Additionally Students are advised and directed to relevant central University support services such as:* • Academic research and referencing skills (Library) • Basic numeracy and English Skills (Student Centre) • Microsoft Office (Library) • Employability and Entrepreneurship (Enterprise Centre) *Communication of opportunities for extra curricula skills development will be through:* • VLE • Personal Tutoring / Student Support • Announcements in lectures and seminars (coordinated team communication approach for academic staff) • Posters and various student led societies.		
Supporting the development of their skills and attitudes as a basis for continuing professional development	Early PDP skills analysis in Induction Professional Body contact Guest lecturers and industry speaker	Developing research skills and technical skills in using specialist software.	Evidence gathering skills, and viability assessment
Other approaches to PDP	Alumni and guest lecturers exemplar of best practice Industry Speakers Professional bodies input	Alumni and guest lecturers exemplar of best practice Industry Speakers Professional bodies input	Alumni and guest lecturers exemplar of best practice Industry Speakers Professional bodies input Volunteering opportunities

		Volunteering opportunities Work Placement option	
The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary	PDP analysis in Induction and reflection on talks on field trip via field trip log	Continued work with PDP with tutor	Continued work with PDP with tutor Dissertation process develops self-refection and self-management skills