

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 | | | | | | | | |
| | London South Bank University | | | | | | | | | | |
| School | <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 | | | | | | | | | | |
| Division | Social Sciences | | | | | | | | | | |
| Course Director | Sophie Elsmore | | | | | | | | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i> | | | | | | | | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | | | | | | | | |
| Length of course/start and finish dates | <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>3 years</td> <td>September</td> <td>June</td> </tr> </tbody> </table> | | | Mode | Length years | Start - month | Finish - month | Full time | 3 years | September | June |
| Mode | Length years | Start - month | Finish - month | | | | | | | | |
| Full time | 3 years | September | June | | | | | | | | |
| Is this course generally suitable for a visa sponsored student? | Yes | | | | | | | | | | |
| Approval dates: | Subject to validation | 23 May 2019 | | | | | | | | | |
| | Course Review date | May 2026 | | | | | | | | | |
| | Course specification last updated and signed off | September 2022 | | | | | | | | | |
| Professional, Statutory & Regulatory Body accreditation | Royal Town Planning Institute | | | | | | | | | | |
| Reference points: | Internal | Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations | | | | | | | | | |
| | External | QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 | | | | | | | | | |

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|---------------------------------------|---|---|
| | | QAA Town and Country Planning Subject Benchmark Statement April 2016 OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority |
| B. Course Aims and Features | | |
| Distinctive features of course | <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> <ul style="list-style-type: none"> • 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 | <p>The aims are to:</p> <ol style="list-style-type: none"> 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. | |

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| <p>Course Learning Outcomes</p> | <p>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:</p> <ol style="list-style-type: none"> 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. |
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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, 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 an 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. 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 |

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|-------------------------|----|--|---|----|------------|--------|
| YEAR 2 (120 credits) | S1 | Environmental Change: Issues and Impacts | 5 | 20 | Coursework | 100: 0 |
| | | Strategies, Visions and Design | 5 | 20 | Coursework | 100: 0 |
| | | Work Experience | 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 | 5 | 20 | Coursework | 100:0 |

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|-------------------------|----|---|---|----|------------|--------|
| 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 |

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 | Assessment |
|--------------------|--|--------------|-----------------|---------------------|-------------|--|
| | Making Sustainable Places | 4 | 1 | 20 | Core | Fieldtrip Policy Analysis Report (100%) |
| | Planning History and Principles | 4 | 1 | 20 | Core | 2 x Essay (50% each) |
| | 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 analysis (100%) |
| | Plans, People and Processes | 4 | 2 | 20 | Core | An illustrated summary handout of the ideas of a key urban design theorist (50%) A neighbourhood evaluation (50%) |
| | 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: describing and evaluating an environmental issue (100%) |

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| | Strategies, Visions and Design | 5 | 1 | 20 | Core | Illustrated report & design proposal (100%) |
| | Geographies of Regeneration | 5 | 1 | 20 | Core | Fieldtrip report (100%) |
| | Work Experience | 5 | 1 | 20 | Core | Portfolio including a self-reflective summary of their skills development and experiences during their period of employment (100%) |
| | Planning for Housing | 5 | 2 | 20 | Core | Essay (100%) |
| | Local Economic Development | 5 | 2 | 20 | Core | Report: Local economic data (50%) Presentation building report (50%) |
| | | | | | | |
| | Evidence Based Planning | 6 | 1 | 20 | Core | Research Topic and data requirements (50%) Research Proposal (50%) |
| | Real Estate Valuation | 6 | 1 | 20 | Core | Viability Report (100%) |
| | International Planning Perspectives | 6 | 2 | 20 | Core | Comparative Essay (100%) |
| | Cities and Representations | 6 | 2 | 20 | Core | Essay (100%) |
| | Dissertation | 6 | 1+2 | 40 | Core | CW1: Pass/Fail – Dissertation proposal CW2: Dissertation 10,000 words (100%) |
| 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 RTP1 Learning Outcomes

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 |
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| 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) 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) |

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| 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 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) |

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| 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. | L6 Evidence Based Planning (TDA) |
| 6. Assess the contribution of the specialism to the mitigation of, and adaptation to, climate change | L5 Environmental Change: Issues and Impacts (TDA) |

