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.

24th July 2020

Course Details

Course Title(s)	BA (Hons) Urban and Environmental Planning BA (Hons) Human Geography BA (Hons) Human Geography with Planning BA (Hons) Human Geography with Tourism Development MA Planning Policy and Practice MA Town and Country Planning MA Urban Design and Planning MA Urban Planning Design PgDip Chartered Town Planner (Apprenticeship) PgDip Town and Country Planning MA Chartered Town Planner (Apprenticeship) 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; 5561; 5031; 5560; 5555; 5556; 5557
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.

A. Course Information				
Final award title(s)	MA Chartered Town Planner (Urban Design)			
Intermediate exit award title(s)	None			
UCAS Code	**N.A.**		**Course Code(s)**	5557
	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

Mode	Length years	Start - month	Finish - month
Part time	2 years	September	September

Is this course generally suitable for students on a Tier 4 visa?	No			
Approval dates:	Subject to validation	23 May 2019		
	Course specification last updated and signed off	May 2019		
Professional, Statutory & Regulatory Body accreditation	Royal Town Planning Institute Institute for Apprenticeships			
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 - Chartered Town Planner Degree Apprenticeship Standard and End-Point Assessment Plan 2019		
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.
	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 have three specialist pathways including: Housing and Regeneration, Sustainable Infrastructures and Mobilities; and Urban Design.
	Recently refurbished Urban Design studio and 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.
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 whilst providing the opportunity to contextualise academic knowledge in the workplace; 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 End Point Assessment
Course Learning Outcomes	In addition to meeting the requirements of the Chartered Town Planning Degree Apprenticeship students will also, by the time they graduate from the MA Chartered Town Planner (Urban Design) 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 and specialist standpoints 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 to plan for the future development of these; and
	5. Confidently address new situations faced in the workplace 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, academic support from tutors and work-based mentoring in the Professional Practice modules; 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 under 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 workplace examples and critical analysis; and
5)   to ensure the Course Director and teaching team establish and maintain strong links with apprentices' employers.

Objective 2:   To develop students as independent learners through a varied assessment schedule, academic support from tutors and work-based mentoring in the Professional Practice modules.
1)   to develop the soft and technical skills and knowledge priorities of employers and the professional body;

2)   to provide teaching, academic support and work based mentoring to meet individual student needs through the professional practice modules, PDP processes, tutorials and seminar activities and work-based support and monitoring; and

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

5)   To ensure the Course Director and teaching team establish and maintain strong links with employers and industry's networks

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 employer 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, 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;

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

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 built environment and social science subjects. 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.

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

Accreditation of relevant experiential learning will be considered on a case by case basis. Candidates will normally be invited for interview to explore the nature of their apprenticeship, their existing skills, knowledge and behaviours and their individual learning plan (ILP).

Course overview

The course is structured around 180 credit points. The course offers the award name of MA Chartered Town Planner. The degree is offered as a two-year part-time course over two semesters. The course structure, showing the modules which comprise the course is as shown:

		Module Title	Level	Credit value	Assessment	Weighting
YEAR 1	S 1	Planning, Politics and Theory	7	20	Coursework	100
		The Making of Place	7	20	Coursework	100
	S 2	Urban Design Project	7	20	Coursework	100
		Design and Property Development	7	20	Coursework	100

		Module Title	Level	Credit value	Assessment	Weighting
YEAR 2 (100 credits)	S 1	Learning from Best Practice in Spatial Planning	7	20	Coursework	100
	S 2	Professional Profile	7	20	Coursework	100
	S 1 & 2	Dissertation	7	60	Coursework	100

Placements information

Not applicable

H. Course Modules

There are two types of module on the course.

1. Taught, classroom based modules, based on two semesters; and
2. Planning Practice Modules which are guided work based learning.

The Professional Profile module is preparation for the apprenticeship end point assessment (EPA).

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	Analysis of evolution of a 'place' Visioning for that 'place'
	Design and Property Development	7	2	20	Core	Comparative analysis of site proposals (group work) Reflective analysis of CW1 and reasoning for chosen scheme (individual
	Urban Design Project	7	2	20	Core	Analysis, Critique and Design Proposal
	Learning from Best Practice in Spatial Planning	7	2	20	Core	Oral presentation of lessons for best practice in spatial planning
	Professional Profile	7	2	20	Core	Portfolio of Knowledge, Skills and Behaviours Development. Including CPD Plan
	Dissertation	7	1&2	60	Core	Proposal and self-managed research report

I.   Timetable information

Students will normally receive their confirmed timetable on induction. A provisional timetable will be provided as part of the contracting process with the apprentice and their employer.

J. Costs and financial support

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

For information regarding the funding of apprenticeships see
http://www.lsbu.ac.uk/courses/apprenticeships

List of Appendices

Appendix :   Chartered Town Planner Degree Apprenticeship Standard - mapping against modules and degree assessment

RTPI Knowledge, Skills and Behaviours Matrix – Degree Apprenticeship Courses

Planning School	London South Bank University	
Title of course	Planning Apprenticeship	
Date form completed	**5 June 2019**	

*Please complete the following, identifying where the **knowledge, skills and behaviours** expected of a Chartered Town Planner are met in your course. Please insert the module titles in each section, and tick the box to indicate where a module meets the knowledge, skills and behaviours, or this will be an area of training delivered in the workplace under the supervision of the employer. Please submit all relevant documentation.*

Number	Knowledge statements	Modules (indicate if Specialism Option) (Insert module title below)
K1	**Planning theory, policy and practice**	
	• Spatial planning in different contexts and development scales as well as planning policy at national, regional, local and neighbourhood levels.	L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TD) L7 Learning from Best Practice in Spatial Planning (TDA)
	• The plan led system and policy frameworks, local plans and neighbourhood plans. National policy statements for major infrastructure and other published Government guidance and initiatives.	L7 Learning from Best Practice in Spatial Planning (D) L7 Place Shaping (DA) L7 Urban Design Project (DA)
K2	**Planning and related law**	
	• The purpose of planning and the nature and operation of the statutory land use planning system in the UK and the administrative legal and regulatory framework within which it operates related to the built and natural environment.	L7 Learning from Best Practice in Spatial Planning (D)
	• The role of planning law in development management and the mechanisms used including planning	L7 Design and Property Development (TD)

		applications, permissions, permitted development, conditions, planning agreements, enforcement and appeals. The regulatory requirements of plan making to ensure compliance with the necessary processes.	
K3	**Political framework**		
		• The political nature of spatial planning and how planners work within democratic decision making structures including levels of democracy.	L7 Planning, Politics and Theory (TDA) L7 Learning from Best Practice in Spatial Planning (D) L7 Professional Profile (TDA)
		• The role of councillors/politicians, consultees, town and community councils, members of the public, developers, voluntary and single interest groups. The various means of how interested parties can be involved in the planning process including submitting representations and the implications of challenging decisions and potential consequences.	L7 Planning, Politics and Theory (TDA) L7 Professional Profile (TDA) L7 The Making of Place (TDA) L7 Urban Design Project (D) L7 Urban Design and Property Development (TDA)
K4	**Sustainability and resource management**		
		• Sustainable development and how to balance the needs of communities, government and business, and a range of social, economic and environmental objectives in line with environmental legislation.	L7 The Making of Place (TDA) L7 Planning, Politics and Theory (TDA) L7 Urban Design Project (Specialism Option) (TDA)
		• The contribution that planning can make to the built and natural environment and the implications of climate change. How spatial planning supports efficient management of resources and use of land.	L7 Learning from Best Practice in Spatial Planning (DA) L7 Urban Design Project (Specialism Option) (TDA) L7 The Making of Place
K5	**Place-making and design**		
		• Spatial design and master planning. Principles and processes for creating high quality places and enhancing the public realm for the benefit of all in society.	L7 Learning from Best Practice in Spatial Planning (D) L7 The Making of Place (TDA) L7 Urban Design Project (TDA)
		• The link between place-making and health and wellbeing. The relationship between development proposals and their physical, cultural and social context, impact on amenity and the	L7 The Making of Place (TDA) L7 Urban Design Project (TDA)

		wider environment including transport and movement.	
K6	**Stakeholder engagement and community involvement**		
		• Types of stakeholders including communities, consultees and statutory bodies. Importance of and reasons for engagement, principles of engagement and how to plan for and achieve effective engagement at each stage of the development process. Role of communication in planning and importance of working in an interdisciplinary context. Equality of opportunity.	L7 Planning, Politics and Theory (TDA) L7 Learning from Best Practice in Spatial Planning (D) L7 The Making of Place (TD) L7 Urban Design Project (Specialism Option) (D)
K7	**Economic framework**		
		• The economics of land and property markets and of the development process. The rationale of government intervention through planning. The implications for generating added value for the community.	L7 Design and Property Development (TDA) L7 Planning, Politics and Theory (TDA)
		• Development appraisal, viability and evaluation of the impact of planning decisions including planning requirements, agreements and/or conditions.	L7 Design and Property Development (TDA) L7 Planning, Politics and Theory (TDA)
K8	**Professional ethics and ethical framework**		
		• The characteristics of a professional planner and importance of upholding the highest standards of ethical behaviour and commitment to maintaining and developing professional competence. The required standards of practice and ethics for Chartered Town Planners and the core ethical principles.	L7 Planning, Politics and Theory (TD) L7 Professional Profile (TDA)

Number	Skills statements	Modules (indicate if Specialism Option) (Insert module title below)
S1	**Preparation of plans, policies and related documents**	
	• Undertake research and analysis of information for planning policy formulation and to prepare material for policy, guidelines and advice.	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA)
S2	**Plan implementation**	
	• Implement policies and procedures set out in plans, legislation and related documents.	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TDA)
	• Site appraisal, feasibility studies and other forms of study preparatory to the submission of a planning application. Planning enforcement, appeals and inquiries	L7 Professional Profile (D) L7 The Making of Place (TDA) L7 Urban Design Project (TDA)
S3	**Creative vision and design**	
	• Produce creative and innovative design strategies, policies and solutions.	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TD) L7 The Making of Place (TDA) L7 Urban Design Project (Specialism Option) (TDA) L7 Design and Property Development (TDA)
S4	**Critical analysis and decision making**	
	• Collect data using appropriate systems and software, undertake investigations and research to inform quantitative and qualitative analysis and appraisal.	L7 The Making of Place (TDA) L7 Urban Design Project (TDA) L7 Design and Property Development (TDA)
	• Weigh evidence and evaluate alternative planning solutions. Make clear, integrated responses and evidence based decisions. Demonstrate sound judgement and the ability to balance varying objectives.	L7 The Making of Place (TDA) L7 Urban Design Project (TDA)
S5	**Stakeholder management and leadership**	

		Engage with and manage stakeholders and customers and build positive, relationships.	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TDA) L7 Professional Profile (D)
		Communicate, negotiate, advocate and mediate effectively and respond appropriately to resolve conflict.	L7 Professional Profile (DA)
S6	**Project management**		
		Define clear aims and objectives for projects.	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TDA)
		Use appropriate information technology. Lead and manage a process from start to finish, deliver projects to time and to budget and evaluate the outcome identifying actions for improvement and development.	L7 Urban Design Project (TDA) L7 The Making of Place (TDA) L7 Dissertation or Major Project (TDA) L7 Design and Property Development (TDA)
S7	**Collaborative and multidisciplinary working**		
		Work in partnership.	L7 Professional Profile (DA) L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA) L7 The Making of Place
		Network, create and maintain an environment where information is shared.	L7 Professional Profile (DA)
S8	**Interpersonal skills**		
		Communicate clearly in writing.	L7 Planning, Politics and Theory (DA) L7 Professional Profile (TDA)
		Communicate clearly verbally. Negotiate and mediate.	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA) L7 Professional Profile (TDA)
		Work independently and as part of a team and lead others. Manage work and time. Customer and client care.	L7 Planning, Politics and Theory (D) L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA) L7 Professional Profile (DA) L7 Urban Design Project (DA) L7 The Making of Place (DA)

Number	Behaviour statements	Modules (indicate if an Specialism Option)

B1	**The five core principles of the RTPI's Code of Professional Conduct** • Honesty and integrity • Independent professional judgement • Due care and diligence • Equality and respect • Professional behaviour	L7 Professional Profile (DA)
B2	**Commitment to lifelong learning and reflective professional practice**	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TDA) L7 Professional Profile (DA)
B3	**Reliability, integrity and confidentiality on work related and personal matters** • including appropriate use of social media and information systems	L7 Professional Profile (DA)
B4	**A focus on outcomes and positive attitude**	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA) L7 Professional Profile (DA)
B5	**Curiosity and a desire to improve the built and natural environment**	L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA) L7 Professional Profile (DA) L7 The Making of Place (TDA) L7 Urban Design Project (TDA) L7 Professional Profile (DA) L7 Design and Property Development (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 End point Assessment and hence their active participation in the Professional Profile module.
Supporting the development and recognition of skills.	Continued development o career skills via Professional Profile module. Development of skills in thinking under pressure via mock public inquiry in Planning Law in Practice module
Supporting the development and recognition of skills through purpose designed modules and assessments	Development of PDP and CPD in Professional Profile module and development of skills of thinking under pressure in Planning Law in Practice. Development of skills in Sketch Up in Place Making.
Supporting the development and recognition of skills through research	All module assessment requires research skills to be used and developed. Embedding Best Practice requires researching good practice and using it as a benchmarking to assess the employers performance.
Supporting the development and recognition of career management skill through work placements or work experience	Development of careers and preparation for End Point Assessment in Professional Profile and interaction with work mentor.
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	PPM6 Professional Profile includes PDP and CPD planning and preparation for EPA
Other approaches to PDP	Alumni and guest lecturers exemplar of best practice Industry Speakers Professional bodies input Volunteering opportunities
The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary	PPM 6 Professional profile include PDP and CPD development and preparation for EPA PPM7 and PPM8 blended learning and log books