



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 be 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 current 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.

Original Course Specification

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)	PG DIP Chartered Town Planner										
Intermediate exit award title(s)	None										
UCAS Code	N.A.	Course Code(s)									
	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	Urban Environment and Leisure Studies										
Course Director											
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" 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>Part time</td> <td>5 years</td> <td>September</td> <td>July</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	5 years	September	July
Mode	Length years	Start - month	Finish - month								
Part time	5 years	September	July								
Is this course generally suitable for students on a Tier 4 visa?	No										
Approval dates:	Course(s) validated / 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	<ul style="list-style-type: none"> ▪ Corporate Strategy 2015-2020 ▪ Academic Quality and Enhancement Manual ▪ School Strategy ▪ LSBU Academic Regulations 									
	External	<ul style="list-style-type: none"> ▪ 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 									

		<ul style="list-style-type: none"> ▪ Chartered Town Planner Degree Apprenticeship Standard and End-Point Assessment Plan 2019
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> <p>We focus on enhancing the careers of the UKs planners, so your course, field visits, classes and practice based learning will all be focussed on the UK Planning system and your careers within it;</p> <p>Our assessments reflect what a UK Town Planner does including field analysis, visioning exercises, plan making, mapping, data analysis, report writing, negotiations and presenting to peers and in pressure situations. There are no exams in this course.</p> <p>Our specialist staff are experts in all aspects of town planning including sustainability, regeneration, urban design, infrastructure development, the leisure economy, community engagement, development agreements and development processes and management, and planning law.</p> <p>Our courses have three specialist pathways including: Housing and Regeneration, Sustainable Infrastructures and Mobilities; and Urban Design.</p> <p>We have a broad programme of guest speakers from all parts of the Planning and development industry that bring their up-to-the-minute knowledge and expertise to the classroom.</p> <p>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.</p>	
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 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 	

	<p>5. Optimise professional body membership by providing the development opportunity for students to successfully pass the End Point Assessment.</p>
<p>Course Learning Outcomes</p>	<p>In addition to meeting the requirements of the Chartered Town Planning Degree Apprenticeship students will also, by the time they graduate from the PG Dip Chartered Town Planner 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 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.
<p style="text-align: center;">C. Teaching and Learning Strategy</p> <p>The learning, teaching and assessment objectives are:</p> <ol style="list-style-type: none"> 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. <p>To deliver the objectives above the following general practice guidelines have been adopted:</p> <p>Objective 1: To enable the acquisition of subject-specific knowledge, skills and behaviours that underpin successful career in town planning.</p> <ol style="list-style-type: none"> 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 level 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, 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 RTP1.

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;
4. Equivalent Level 3 qualifications worth 106 UCAS points; or
5. Level 3 Planning Technician Apprenticeship.

Applicants without these qualifications will be considered on a case by case basis if they have relevant work experience in the Town Planning environment. For example, significant work experience in planning at Technician or Planning Administrator level (3 years or more).

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)

G. Course structure(s)

Course overview

The course is structured around 480 credit points. The course offers the award name of PG Dip Chartered Town Planner. The degree is offered as a five-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 CW: EX
EAR 1 20 credits)	S 1	Making Sustainable Places	4	20	Coursework	100: 0
		Planning History and Principles	4	20	Coursework	100: 0

	S 2	Development Management	4	20	Coursework	100: 0
		Plans, People and Processes	4	20	Coursework	100:0
	S 1 & 2	The Professional Planning Environment (PPM)	4	20	Coursework	100:0
		Interpersonal Skills and Professional Behaviours (PPM)	4	20	Coursework	100:0
YEAR 2 (120 credits)	S 1	Environmental Change: Issues and Impacts	5	20	Coursework	100:0
		Strategies, Visions and Design	5	20	Coursework	100: 0
	S 2	Planning for Housing	5	20	Coursework	100: 0
		Local Economic Development	5	20	Coursework	100:0
	S 1 & 2	Plantech (PPM)	5	20	Coursework	100:0
		Community Engagement and Participation (PPM)	5	20	Coursework	100:0
YEAR 3 (120 credits)	S 1	Evidence Based Planning	6	20	Coursework	100: 0
		Real Estate Valuation	6	20	Coursework	100: 0
	S 2	International Planning Perspectives	6	20	Coursework	100: 0
		Cities and Representations	6	20	Coursework	100: 0
	S 1 & 2	Planning Practice Project (PPM)	6	40	Coursework	100:0
YEAR 4	S 1	Planning, Politics and Theory	7	20	Coursework	100: 0
		The Making of Place	7	20	Coursework	100: 0
	S 2	Specialism options (chose one) Housing and Regeneration	7	20	Coursework	100: 0

		Urban Design Project				
		Sustainable Infrastructure and Mobilities				
		Planning Law in Practice	7	20	Coursework	100: 0

YEAR 5 (40 credits)	S 1	Learning from Best Practice in Spatial Planning	7	20	Coursework	100:0
	S 2	Professional Profile (PPM)	7	20	Coursework	100:0

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	Credit value	Core or option	Assessment
	Development Management	4	2	20	Core	Case Study Pt 1 Case Study Pt 2
	Making Sustainable Places	4	1	20	Core	Fieldtrip Policy Analysis Report
	Planning History and Principles	4	1	20	Core	2 x Essay
	Plans, People and Processes	4	2	20	Core	Map Interpretation Exercise Analysis of Local Plans
	Interpersonal Skills and Professional Behaviours (PPM)	4	1 & 2	20	Core	Portfolio: Analysis of Skills and behaviours of Planning Stakeholders

	The Professional Planning Environment (PPM)	4	1 & 2	20	Core	Portfolio: Analysis of planning structures, scales and stakeholder roles
	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
	Planning for Housing	5	2	20	Core	Essay
	Local Economic Development	5	2	20	Core	Essay
	Plantech	5	1 & 2	20	Core	Portfolio report on data & tech. Presentation to peers of findings and recommendations
	Community Engagement and Participation (PPM)	5	1 & 2	20	Core	Portfolio on community participation
	Strategies, Visions and Design	5	1	20	Core	Area analysis and Vision Design Proposal
	Cities and Representations	6	2	20	Core	1x Essay
	Evidence Based Planning	6	1	20	Core	Presentation: Research Topic and data requirements Research Proposal
	International Planning Perspectives	6	2	20	Core	Comparative Report
	Planning Practice Project (PPM)	6	1 & 2	40	Core	report, reflection and PDP update

	Real Estate Valuation	6	1	20	Core	Viability Report
	Housing and Regeneration	7	2	20	Option	Case Study Report
	Learning from Best Practice in Spatial Planning	7	2	20	Core	Oral presentation
	Planning Law in Practice	7	2	20	Core	Public Enquiry Evidence Paper Presentation and Cross Examination
	Planning, Politics and Theory	7	1	20	Core	2x Essay
	Professional Profile (PPM)	7	2	20	Core	Portfolio of Knowledge, Skills and behaviours Development . Including CPD Plan
	Sustainable Infrastructure and Mobilities	7	2	20	Option	Evaluative report and visioning plan
	The Making of Place	7	1	20	Core	Analysis of evolution of a 'place' Visioning for that 'place'
	Urban Design Project	7	2	20	Option	Analysis, Critique and Design Proposal

I. Timetable information

Apprentices 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

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.

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

List of Appendices

Appendix A: Curriculum Mapped against Apprenticeship Standard

Appendix B: Educational Framework (undergraduate courses)

Appendix A: Curriculum Map

This shows how the Apprenticeship Standard is met by the course modules.

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	<p>Planning theory, policy and practice</p> <ul style="list-style-type: none"> Spatial planning in different contexts and development scales as well as planning policy at national, regional, local and neighbourhood levels. 	<p>L4 Making Sustainable Places (TD)</p> <p>L5 Planning for Housing (TDA)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Strategies, Visions and Design (TDA)</p> <p>L6 International Planning Perspectives (TDA)</p> <p>L6 Planning Practice Project (DA)</p>

		<p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TD)</p> <p>L7 Learning from Best Practice in Spatial Planning (TDA)</p> <p>L7 Housing and Regeneration (Specialism Module) (TD)</p>
	<ul style="list-style-type: none"> 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. 	<p>L5 Environmental Change: Issues and impacts (TD)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Planning for Housing (TDA)</p> <p>L5 Strategies, Vision and Design (TDA)</p> <p>L6 Planning Practice Project (DA)</p> <p>L7 Housing and Regeneration (Specialism Module) (TDA)</p> <p>L7 Sustainable Infrastructure and Mobilities (TD)</p> <p>L7 Learning from Best Practice in Spatial Planning (D)</p> <p>L7 Planning Law and Practice (TD)</p> <p>L7 The Making of Place (DA)</p> <p>L7 Urban Design Project (DA)</p>
K2	Planning and related law	
	<ul style="list-style-type: none"> 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. 	<p>L4 Making Sustainable Places (TDA)</p> <p>L4 Development Management (TDA)</p> <p>L5 Environmental Change: Issues and Impacts (TD)</p> <p>L5 Planning for Housing (TD)</p> <p>L6 Planning Practice Project (DA)</p>

		<p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (D)</p> <p>L7 Planning Law in Practice (TDA)</p>
	<ul style="list-style-type: none"> The role of planning law in development management and the mechanisms used including planning applications, permissions, permitted development, conditions, planning agreements, enforcement and appeals. The regulatory requirements of plan making to ensure compliance with the necessary processes. 	<p>L4 Development Management (TDA)</p> <p>L7 Planning Law in Practice (TDA)</p>
K3	Political framework	
	<ul style="list-style-type: none"> The political nature of spatial planning and how planners work within democratic decision making structures including levels of democracy. 	<p>L4 The Professional Planning Environment (TDA)</p> <p>L5 Environmental Change: Issues and impacts (TDA)</p> <p>L5 Local Economic Development (TD)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L6 Planning Practice Project (DA)</p> <p>L6 International Planning Perspectives (TDA)</p> <p>L7 Planning, Politics and Theory (TDA)</p> <p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (D)</p>

		<p>L7 Planning Law in Practice (TDA)</p> <p>L7 Professional Profile (TDA)</p>
	<ul style="list-style-type: none"> The role of councilors/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. 	<p>L4 Development Management (TDA)</p> <p>L4 The Professional Planning Environment (TDA)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Planning for Housing (TDA)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L6 Real Estate Valuation (TDA)</p> <p>L6 Evidence Based Planning (TD)</p> <p>L6 Planning Practice Project (DA)</p> <p>L7 Planning, Politics and Theory (TDA)</p> <p>L7 Planning Law in Practice (TDA)</p> <p>L7 Professional Profile (TDA)</p> <p>L7 Housing and Regeneration (Specialism Module) (TDA)</p> <p>L7 Design and Property Development (TDA)</p> <p>L7 The Making of Place (TD)</p> <p>L7 Urban Design Project (D)</p>
K4	Sustainability and resource management	
	<ul style="list-style-type: none"> 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. 	<p>L4 Making Sustainable Places (TDA)</p> <p>L5 Local Economic Development (TD)</p> <p>L5 Environmental Change: Issues and Impacts (TDA)</p>

		<p>L6 International Planning Perspectives (TDA)</p> <p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TDA)</p> <p>L7 Planning Law in Practice (TDA)</p> <p>L7 The Making of Place (TDA)</p> <p>L7 Urban Design Project (Specialism option) (TDA)</p>
	<ul style="list-style-type: none"> 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. 	<p>L4 Making Sustainable Places (TDA)</p> <p>L5 Environmental Change: Issues and impacts (TDA)</p> <p>L6 International Planning Perspectives (TDA)</p> <p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (DA)</p> <p>L7 Planning Law in Practice (TD)</p> <p>L7 The Making of Place (TDA)</p> <p>L7 Urban Design project (Specialism Option) (TDA)</p>
K5	Place-making and design	
	<ul style="list-style-type: none"> 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. 	<p>L4 People, Plans and Processes (TDA)</p> <p>L5 Strategies, Vision and Design (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (D)</p> <p>L7 The Making of Place (TDA)</p> <p>L7 Urban Design: from Theory to Practice (TDA)</p>

		L7 Urban Design project (Specialism Option) (TDA)
	<ul style="list-style-type: none"> 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 wider environment including transport and movement. 	L4 People, Plans and Processes (TDA) L4 Development Management (TD) L4 Strategies, Vision and Design (TDA) L7 Housing and Regeneration (Specialism Module) (TD) L7 The Making of Place (TDA) L7 L7 Urban Design Project ((Specialism Option)TDA)
K6	Stakeholder engagement and community involvement	
	<ul style="list-style-type: none"> 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. 	L4 Development Management (TD) L4 The Professional Environment (TDA) L4 Interpersonal Skills and Professional Behaviours (TDA) L5 Local Economic Development (TDA) L5 Planning for Housing (TDA) L5 Community Engagement and Participation (DA) L6 Evidence Based Planning (TD) L6 International Planning Perspectives (TDA) L7 Planning, Politics and Theory (TDA) L7 Learning from Best Practice in Spatial Planning (D) L7 Planning Law in Practice (TDA)

		<p>L7 Housing and Regeneration (Specialism Module) (TDA)</p> <p>L7 The Making of Place (TD)</p> <p>L7 Urban Design project (Specialism Option) (D)</p>
K7	Economic framework	
	<ul style="list-style-type: none"> 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. 	<p>L4 Development Management (TD)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Planning for Housing (TD)</p> <p>L6 Real Estate Valuation (TDA)</p> <p>L7 Planning, Politics and Theory (TDA)</p>
	<ul style="list-style-type: none"> Development appraisal, viability and evaluation of the impact of planning decisions including planning requirements, agreements and/or conditions. 	<p>L4 Development Management (TD)</p> <p>L6 Real Estate Valuation (TDA)</p> <p>L7 Housing and Regeneration (Specialism Module) (TD)</p> <p>L7 Design and Property Development (TDA)</p> <p>L7 Planning Law in Practice (TDA)</p>
K8	Professional ethics and ethical framework	
	<ul style="list-style-type: none"> 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. 	<p>L4 Development Management (TD)</p> <p>L4 The Professional Planning Environment (TDA)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Community Engagement and Participation (D)</p> <p>L6 Evidence Based Planning (TD)</p> <p>L6 Real Estate Valuation (TD)</p> <p>L6 Planning Practice Project (DA)</p>

		<p>L7 Planning, Politics and Theory (TD)</p> <p>L7 Planning Law in Practice (TD)</p> <p>L7 Professional Profile (TDA)</p>
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Number	Skills statements	
S1	Preparation of plans, policies and related documents	
	<ul style="list-style-type: none"> Undertake research and analysis of information for planning policy formulation and to prepare material for policy, guidelines and advice. 	<p>L4 Society, Space and Place (TDA)</p> <p>L4 People, Plans and Processes (TDA)</p> <p>L5 Environmental Change: Issues and impacts (TDA)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Plantech (TDA)</p> <p>L5 Community Engagement and Participation (TDA)</p> <p>L6 International Planning Perspectives (TDA)</p> <p>L6 Evidence Based Planning (TDA)</p> <p>L6 Planning Practice Project (DA)</p> <p>L7 Sustainable Infrastructure and Mobilities (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA)</p> <p>L7 Planning Law in Practice (TD)</p>

S2	Plan implementation	
	<ul style="list-style-type: none"> Implement policies and procedures set out in plans, legislation and related documents. 	L4 Development Management (TD) L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TDA)
	<ul style="list-style-type: none"> Site appraisal, feasibility studies and other forms of study preparatory to the submission of a planning application. Planning enforcement, appeals and inquiries 	L4 People, Plans and Processes (TD) L4 Development Management (TD) L5 Local Economic Development (TD) L5 Plantech (TD) L5 Community Engagement and Participation (DA) L5 Strategies, Vision and Design (TDA) L6 Real Estate Valuation (TDA) L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TD) L7 Planning Law in Practice (TDA) L7 Professional Profile (D) L7 The Making of Place (TDA) L7 Urban Design project (Specialism Option) (TDA)
S3	Creative vision and design	
	<ul style="list-style-type: none"> Produce creative and innovative design strategies, policies and solutions. 	L5 Plantech (TDA) L5 Community Engagement and Participation (DA) L5 Strategies, Vision and Design (TDA) L6 Cities and Representations (TD) L7 Sustainable Infrastructure and Mobilities (Specialism Option) (TD) L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TD)

		<p>L7 The Making of Place (TDA)</p> <p>L7 Urban Design Project (Specialism Option) (TDA)</p>
S4	Critical analysis and decision making	
	<ul style="list-style-type: none"> Collect data using appropriate systems and software, undertake investigations and research to inform quantitative and qualitative analysis and appraisal. 	<p>L4 People, Plans and Processes (TDA)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Plantech (TDA)</p> <p>L5 Strategies, Vision and Design (TDA)</p> <p>L6 Evidence Based Planning (TDA)</p> <p>L6 Real Estate Valuation (TDA)</p> <p>L7 Planning Law in Practice (TDA)</p> <p>L7 The Making of Place (TDA)</p> <p>L7 Urban Design project (TDA)</p> <p>L7</p>
	<ul style="list-style-type: none"> 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. 	<p>L4 Making Sustainable Places (TD)</p> <p>L4 Development Management (TD)</p> <p>L5 Environmental Change: Issues and impacts (TDA)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Plantech (TDA)</p> <p>L5 Community Engagement and Participation (TDA)</p> <p>L5 Planning for Housing (TDA)</p> <p>L6 Evidence Based Planning (TDA)</p> <p>L6 Cities and Representations (TDA)</p> <p>L6 Planning Practice Project (DA)</p> <p>L6 Real Estate Valuation (TDA)</p> <p>L7 Housing and Regeneration (Specialism Option) (TDA)</p>

		<p>L7 The Making of Place (TDA)</p> <p>L7 Urban Design Project (Specialism option) (TDA)</p>
S5	Stakeholder management and leadership	
	<ul style="list-style-type: none"> Engage with and manage stakeholders and customers and build positive, relationships. 	<p>L4 Development Management (T)</p> <p>L4 The Professional Planning Environment(TDA)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Plantech (TD)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L6 Evidence Based Planning (TDA)</p> <p>L6 Cities and Representations (D)</p> <p>L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TDA)</p> <p>L7 Professional Profile (D)</p>
	<ul style="list-style-type: none"> Communicate, negotiate, advocate and mediate effectively and respond appropriately to resolve conflict. 	<p>L4 The Professional Planning Environment (TD)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TD)</p> <p>L5 Planning for Housing (TD)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L6 Cities and Representations (D)</p> <p>L7 Planning Law in Practice (TDA)</p> <p>L7 Professional Profile (DA)</p> <p>L7 Housing and Regeneration (Specialism option (TD)</p>
S6	Project management	

	<ul style="list-style-type: none"> Define clear aims and objectives for projects. 	<p>L5 Plantech (D)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L5 Plantech (TD)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L6 Evidence Based Planning (TDA)</p> <p>L6 Planning Practice Project (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (TDA)</p> <p>L7 Housing and Regeneration (Specialism Option) (TDA)</p>
	<ul style="list-style-type: none"> 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. 	<p>L5 Plantech (TDA)</p> <p>L7 Urban Design Project (Specialism Option) (TDA)</p> <p>L7 The Making of Place (TDA)</p>
S7	Collaborative and multidisciplinary working	
	<ul style="list-style-type: none"> Work in partnership. 	<p>L4 The Professional Planning Environment (TD)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TD)</p> <p>L5 Plantech (TD)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L7 Professional Profile (DA)</p> <p>L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA)</p>

	<ul style="list-style-type: none"> • Network, create and maintain an environment where information is shared. 	<p>L4 The Professional Planning Environment (TD)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TD)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Plantech (TDA)</p> <p>L5 Community Engagement and Participation (D)</p> <p>L7 Professional Profile (DA)</p>
S8	Interpersonal skills	
	<ul style="list-style-type: none"> • Communicate clearly in writing. 	<p>L4 Making Sustainable Places (TDA)</p> <p>L4 Society, Space and Place (TDA)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Evidence Based Planning (TDA)</p> <p>L5 Planning for Housing (TDA)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Plantech (DA)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L6 Planning Practice Project (DA)</p> <p>L6 Real Estate Valuation (TDA)</p> <p>L6 Cities and Representations (DA)</p> <p>L7 Planning, Politics and Theory (DA)</p> <p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (DA)</p> <p>L7 Planning Law in Practice (TDA)</p> <p>L7 Professional Profile (TDA)</p> <p>L7 Housing and Regeneration (Specialism Module) (TDA)</p>

	<ul style="list-style-type: none"> Communicate clearly verbally. Negotiate and mediate. 	<p>L4 Society, Space and Place (TDA)</p> <p>L4 Development Management(TD)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Plantech (DA)</p> <p>L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA)</p> <p>L7 Planning Law in Practice (TDA)</p> <p>L7 Professional Profile (TDA)</p>
	<ul style="list-style-type: none"> Work independently and as part of a team and lead others. Manage work and time. Customer and client care. 	<p>L4 Making Sustainable Places (TDA)</p> <p>L4 Society, Space and Place (TDA)</p> <p>L4 The Professional Planning Environment (TDA)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Planning for Housing (DA)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L5 Evidence Based Planning (TD)</p> <p>L5 Plantech work-based project (DA)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L6 Real Estate Valuation (DA)</p> <p>L7 Planning, Politics and Theory (D)</p> <p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (DA)</p> <p>L7 Urban Design Project (Specialism Option)</p> <p>L7 The Making of Place (DA)</p>

		<p>L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA)</p> <p>L7 Planning Law in Practice (TDA)</p> <p>L7 Professional Profile (DA)</p> <p>L7 Housing and Regeneration (Specialism Option) (DA)</p>
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Number	Behaviour statements	Modules (indicate if an Specialism Option)
B1	<p>The five core principles of the RTPI's Code of Professional Conduct</p> <ul style="list-style-type: none"> • Honesty and integrity • Independent professional judgement • Due care and diligence • Equality and respect • Professional behaviour 	<p>L4 Development Management (TD)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Local Economic Development (TD)</p> <p>L6 Real Estate Valuation (D)</p> <p>L7 Planning Law in Practice(TDA)</p> <p>L7 Professional Profile (DA)</p>
B2	<p>Commitment to lifelong learning and reflective professional practice</p>	<p>L6 Planning Practice Project (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (TDA)</p> <p>L7 Professional Profile (DA)</p>
B3	<p>Reliability, integrity and confidentiality on work related and personal matters</p>	<p>L4 the Professional Planning Environment (TDA)</p>

	<ul style="list-style-type: none"> including appropriate use of social media and information systems 	<p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L7 Professional Profile (DA)</p>
B4	A focus on outcomes and positive attitude	<p>L4 The Professional Planning Environment (TDA)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L5 Community Engagement and Participation (DA)</p> <p>L5 Planning for Housing (TDA)</p> <p>L6 Planning Practice Project (TDA)</p> <p>L7 Learning from Best Practice in Spatial Planning (DA)</p> <p>L7 Planning Law in Practice (DA)</p> <p>L7 Housing and Regeneration (Specialism Module) (TDA)</p> <p>L7 Professional Profile (DA)</p>
B5	Curiosity and a desire to improve the built and natural environment	<p>L4 Making Sustainable Places (TDA)</p> <p>L4 Development Management (TD)</p> <p>L4 The Professional Planning Environment (TDA)</p> <p>L4 Interpersonal Skills and Professional Behaviours (TDA)</p> <p>L4 People, Plans and Processes (TDA)</p> <p>L5 Local Economic Development (TDA)</p> <p>L5 Planning for Housing (TDA)</p> <p>L5 Strategies, Vision and Design (DA)</p> <p>L6 Evidence Based Planning (TDA)</p> <p>L6 International Planning Perspectives (TD)</p>

		<p>L7 Sustainable Infrastructure and Mobilities (Specialism Option) (DA)</p> <p>L7 Learning from Best Practice in Spatial Planning (Linked to Specialism) (DA)</p> <p>L7 Housing and Regeneration (Specialism Module) (TDA)</p> <p>L7 Professional Profile (DA)</p> <p>L7 The Making of Place (TDA)</p> <p>L7 Urban Design project (DA)</p>
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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	<p><u>Outcomes focus and professional/employer links</u> 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.</p>	<ul style="list-style-type: none"> • 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. • Four Planning Practice Modules require student reflection of work based practice with work mentor input • Planning Practice Project is work based research double module

<p>Embedded learning development</p>	<p><u>Support for transition and academic preparedness</u> 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.</p>	<ul style="list-style-type: none"> • At level 4 key study skills are taught in Planning History and Principles, PPM1 Interpersonal Skills and Behaviours embeds soft skills awareness and development. While PPM2 Professional Environment requires students to identify, analyse and develop their knowledge of their professional environment and reflect on how this informs their practice. • Making Sustainable Places develop field work skills and reflective report writing.
<p>High impact pedagogies</p>	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity 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.</p>	<ul style="list-style-type: none"> • Students learn in groups during seminar and workshop sessions across Level 4 modules, and during the residential field trip. • PPM1 and PPM2 develop these professional, inclusive and personal skills and behaviours • PPM1, PPM2 and requires students to become reflective practitioners and to plan their PDP and CPD for future career development
<p>Inclusive teaching, learning and assessment</p>	<p><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.</p>	<ul style="list-style-type: none"> • All material is made available on the Virtual Learning Environment and Perry Library • All material is put on the VLE at one day before the class.
<p>Assessment for learning</p>	<p><u>Assessment and feedback to support attainment, progression and retention</u></p>	<ul style="list-style-type: none"> • Feedback is given within 15 working and identifies why the students have been given the

	<p>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.</p>	<p>mark and what they can do to improve in the future.</p> <ul style="list-style-type: none"> • 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	<p><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 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.</p>	<ul style="list-style-type: none"> • In preparation for their Planning Practice Project, students develop their research skills across Levels 4, 5 and 6 modules, including Making Sustainable Places, Evidence Based Planning and PPM3: PlanTech • Students receive specialist research methods training during the Planning Practice Project Modules module and induction to Level 6.
Curricula informed by employer and industry need / Assessment for learning	<p><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</p>	<ul style="list-style-type: none"> • PPM modules 1 to 6 and the field trip in Making Sustainable Places all require the student to learn from practice or situated learning and reflect on this. • Plans, People ad Processes; Strategies, Visions and Design Urban Design Project all

	<p>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.</p>	<p>required analysis of real life case studies and sites.</p> <ul style="list-style-type: none"> • Learning from Best Practice in Spatial Planning requires students to identify best professional practice in their specialist subject
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>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.</p>	<ul style="list-style-type: none"> • The planning team draw upon their diverse experience, and emphasise a commitment to social justice and global responsibility across all modules taught.
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u></p> <p>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.</p>	<ul style="list-style-type: none"> • 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 draw upon and reflect on their own workplace experience in the PPM modules helping them develop their professional skills, behaviours, knowledge and competences.
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>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</p>	<ul style="list-style-type: none"> • 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.

	<p>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.</p>	<ul style="list-style-type: none"> • 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	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>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.</p>	<ul style="list-style-type: none"> • At level 4 students have the opportunity to engage in field work that enables them to develop their group-based learning skills within 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	<p><u>Variation of assessment</u></p> <p>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</p>	<ul style="list-style-type: none"> • 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

	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.	<p>assessments, spatial plans, portfolios and a mock Planning Enquiry.</p> <ul style="list-style-type: none"> • In doing so, students develop and enhance their analytical, critical thinking and problem-solving skills.
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>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.</p>	<ul style="list-style-type: none"> • All students will be working within the planning professional, and as such draw upon their experience during the programme as part of their development. The six PPM modules require this reflection on professional practice and the planning of lifelong professional learning.
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>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.</p>	<ul style="list-style-type: none"> • All Level 6 students are required to undertake the research based Planning Practice Project, which represents an extended independent piece of research in an area of planning, and makes a contribution to the employer organisation and demonstrates a range of skills, including – data collection, critical analysis, independent research, and making practical or policy recommendations.

PERSONAL DEVELOPMENT PLANNING BY LEVEL

Approach to PDP	Level 4	Level 5	Level 6	Level 7
<p>Supporting the development and recognition of skills through the personal tutoring system.</p>	<p>This is a compulsory process to support student's transition into Higher Education.</p> <p>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</p> <p>As part of the ISPB module students will be required to identify and reflect on the interpersonal skills and professional behaviours used by planners and stakeholder and develop their own PDP plan to see then through to the end of Level 6.</p>	<p>Personal tutoring will continue to be administered via the Personal Coaches and the Course Director.</p> <p>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.</p> <p>The tripartite meetings between employer, student and university will additionally focus on the student's progress on the course and their skills, knowledge and behavioural development</p>	<p>Continued support will be provided via the course team and Course Director.</p> <p>The focus of tutoring meetings will be on the student's progress in the Planning Practice Project.</p>	<p>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.</p>

	<p>The tripartite meetings between employer, student and university will additionally focus on the student's progress on the course and their skills, knowledge and behavioural development</p> <p>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</p>			
<p>Supporting the development and recognition of skills.</p>	<p>Self-assessment through the ISPB module</p> <p>Signposting to necessary support functions via the</p> <p>Assessment of a wide range of skills in ISPB</p> <p>Extra curricula activity</p>	<p>Continued updating of PDP monitored through personal tutors</p> <p>Development of planning skills through practically orientated assessments</p> <p>Extra curricula activity programme</p>	<p>Development of research skills and viability assessment skills.</p> <p>Development of self-management and independent study skills</p> <p>Extra curricula activity programme running alongside core academic programme</p>	<p>Continued development o career skills via Professional Profile module.</p> <p>Development of skills in thinking under pressure via mock public inquiry in Planning Law in Practice module</p>

	<p>programme running alongside core academic programme including research seminars and Planning Society and field trip</p> <p>Development PDP in ISPB</p>	<p>running alongside core academic programme, including the Planning Society</p>		
<p>Supporting the development and recognition of skills through purpose designed modules and assessments</p>	<p>Specific modules at Level 4 are:</p> <p>Field Study Skills and stakeholder analysis making Sustainable Places</p> <p>Knowledge of Professional environment and implications for behaviours PP1 The Professional Environment and PPM2 ISPB</p> <p>Skills in map reading and interpretation in People and Plan Making</p>	<p>Development of skills and knowledge in PPM3 Plan Tec and PPM4 Community Engagement, Participation and Analysis</p> <p>Plus skills in site analysis in Strategies, Visions and Design and presentational skills in Environmental Change: Issues and Impacts</p>	<p>Research skills in Evidence Based Planning, and Planning Practice Project. Skills in viability analysis in real Estate Valuation.</p>	<p>Development of PDP and CPD in Professional Profile module and development of skills of thinking under pressure in Planning Law in Practice.</p> <p>Development of skills in Sketch Up in Place Making.</p>
<p>Supporting the development and recognition of skills through research</p>	<p>Research techniques developed; referencing, bibliography, sources of information;</p>	<p>Research skills are developed in PPM3 and PPM4 along with field observation skill in Strategies,</p>	<p>In-depth and complex research skills are required to complete all coursework assignments,</p>	<p>All module assessment requires research skills to be used and developed. Embedding Best Practice requires</p>

	<p>academic journals, structure introduced in Planning History and Principles</p> <p>Research Skills developed in PPM1 and PPM2.</p>	<p>Visions and Design.</p> <p>Data gathering and interpretation skills developed in Local Economic Development.</p>	<p>Evidence Based Learning introduces Planning related Research Skills and the Practice Planning Project develops these..</p>	<p>researching good practice and using it as a benchmarking to assess the employers performance.</p>
<p>Supporting the development and recognition of career management skill through work placements or work experience</p>	<p>Assessment of own skills and writing of own PDP plan</p> <p>Tripartite reviews consider skills development with employer</p>	<p>Via personal tutor and tripartite reviews assess employability skills development</p>	<p>Via personal tutor and tripartite reviews assess employability skills development</p>	<p>Development of careers and preparation for End Point Assessment in Professional Profile and interaction with work mentor.</p>
<p>Supporting the development of skills by recognising that they can be developed through extra curricula activities</p>	<p><i>A programme of extracurricular employability seminars and workshops will run alongside the degree programme.</i></p> <p>This programme may include:</p> <ul style="list-style-type: none"> • 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 <p><i>Additionally Students are advised and directed to relevant central University support services such as:</i></p> <ul style="list-style-type: none"> • Academic research and referencing skills (Library) • Basic numeracy and English Skills (Student Centre) • Microsoft Office (Library) • Employability and Entrepreneurship (Enterprise Centre) <p><i>Communication of opportunities for extra curricula skills development will be through:</i></p>			

	<ul style="list-style-type: none"> • 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	<p>PDP development in PPM1 and PPM2</p> <p>Professional Body contact</p> <p>Guest lecturers and industry speaker</p>	<p>Developing research skills and technical skills in using specialist software.</p>	<p>Evidence gathering skills, Planning Practice Project and viability assessment</p>	<p>PPM6 Professional Profile includes PDP and CPD planning and preparation for EPA</p>
Other approaches to PD	<p>Alumni and guest lecturers exemplar of best practice</p> <p>Industry Speakers</p> <p>Professional bodies input</p> <p>Volunteering opportunities</p>	<p>Alumni and guest lecturers exemplar of best practice</p> <p>Industry Speakers</p> <p>Professional bodies input</p> <p>Volunteering opportunities</p>	<p>Alumni and guest lecturers exemplar of best practice</p> <p>Industry Speakers</p> <p>Professional bodies input</p> <p>Volunteering opportunities</p>	<p>Alumni and guest lecturers exemplar of best practice</p> <p>Industry Speakers</p> <p>Professional bodies input</p> <p>Volunteering opportunities</p>
The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary	<p>PPM1 and PPM2 include PDP, reflection</p> <p>Blended learning in PPM1 and PPM2 use of log books</p>	<p>Continued work with PDP with tutor and tripartite review process</p> <p>PPM3 and PPM4 blended learning and log books</p>	<p>Continued work with PDP with tutor and tripartite review process</p> <p>PPM5 and PPM6 blended learning and log books</p>	<p>PPM 6 Professional profile include PDP and CPD development and preparation for EPA</p> <p>PPM7 and PPM8 blended learning and log books</p>