

**ACADEMIC POLICY & QUALITY OFFICE**

**PROGRAMME SPECIFICATION**

for the award of

**Certificate in Spatial Planning Studies**

**Managed by the Faculty of Technology, Design and Environment**

**delivered by School of the Built Environment**

<b>Date approved:</b>	Date approval confirmed, on recommendation of University validation panel or other authorised body.
<b>Applies to students commencing study in:</b>	September 2018

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
July 2016	Transferred to new template, update graduate attribute from global to active citizenship	CMA Compliance, Update to graduate attribute



## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University, Headington Campus
<b>Language of study:</b>	English
<b>Final award:</b>	Certificate
<b>Programme title:</b>	Spatial Planning Studies
<b>Interim exit awards and award titles available:</b>	NA
<b>Brookes course code:</b>	GRC-SPS/PL10
<b>UCAS code:</b>	P034304
<b>JACS code:</b>	K430
<b>HECoS code:</b>	100199
<b>Mode of delivery:</b>	Part-time (face to face/on-campus)
<b>Mode/s and duration of study:</b>	Part time: 12 months
<b>QAA subject benchmark statement/s which apply to the programme:</b>	NA
<b>Professional accreditation attached to the programme:</b>	Recognised by the Royal Town Planning Institute (RTPI) as an access route to the Oxford Brookes MSc in Spatial Planning.
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

The rationale of the programme is to provide an opportunity for technicians and others from non-traditional educational backgrounds to progress to a Royal Town Planning Institute (RTPI) recognised qualification and thus further their careers within their current organisations or launch their careers in planning. The Certificate also provides local authorities and consultancies with the opportunity to retain the local experience and knowledge gained by their support staff and allow them to progress to professional planning posts.

The purpose of the programme is twofold.

First, the programme offers an opportunity for people with no formal planning education to study key areas of contemporary planning in the context of a higher education teaching and learning environment. The aims and objectives of the course are to provide students with a general, yet critical, understanding of the planning process and some of the key issues and themes in contemporary spatial planning.

Second, the programme provides an access route onto the MSc in Spatial Planning for applicants with no first degree but with substantial work experience in planning or for applicants who do not have a first degree that meets the entry requirements onto the MSc course.

Please refer to the following link to view the staff profiles within the School of the Built Environment:

<http://planning.brookes.ac.uk/staff/index.html>

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

1. explain the ideologies and origins of planning; the development of planning legislation; social and economic objectives of planning; the promotion and control of development.
2. discuss the appropriateness, relevance and impact of planning policies; the current planning system; legislation and case law;
3. outline the role of transport in modern society, including the impact on the human, natural and global environment, explaining variations in that role outside of the UK.
4. distinguish the different ways in which transport impacts on groups within society and show how transport policy attempt to address those differences.
5. explain the relationship between resources use and the land use planning as a basis for the management of development.
6. identify and examine the main issues, including planning policy responses, relating to the urban, semi-urban and rural environment and sustainable development.

### **3.2 RESEARCH LITERACY**

1. compare and analyse different approaches for undertaking research into planning related issues.

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

1. demonstrate a critical awareness of the various processes by which policy is generated.

### 3.4 DIGITAL AND INFORMATION LITERACY

1. demonstrate the ability to undertake a range of transferable skills including groupwork, written and oral presentations report writing and data analysis using a variety of media.

### 3.5 ACTIVE CITIZENSHIP

1. demonstrate an understanding of the expectations of different local and global interest groups with regard to the scope and content of land-use and development plans.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ESTM400 2/U35008	Introduction to Spatial Planning	15	4	Compulsory	50:50
PLAN501 4/U37746	Transport and Society	15	5	Compulsory	100:0
PLAN400 3/U37705	Sustainability and Development	15	4	Compulsory	100:0
PLAN601 1/U37788	Independent Study in Planning	15	6	Compulsory	100:0

### 4.2 PROGRESSION AND AWARD REQUIREMENTS

To obtain the Certificate, students must pass each module with a mark of 40% or more and must gain an overall pass mark of 40% or more.

In order to progress onto the MSc Spatial Planning at Oxford Brookes, graduates must obtain an overall average of 50% and pass all modules.

### 4.3 PROFESSIONAL REQUIREMENTS

The programme is recognised by the Royal Town Planning Institute (RTPI) as an access route to the Oxford Brookes MSc in Spatial Planning.

## SECTION 5: TEACHING AND ASSESSMENT

Information about the learning experience is provided in the course entry. Include information here about:

- typical contact/independent study mix across the programme – how student time is divided between different teaching and learning methods;
- how the assessment strategy is informed by the Brookes Assessment Compact, and how it has been designed to enable students to achieve the programme learning outcomes;
- an indication of the typical mix of coursework/examinations students will experience across the programme.

There is a wide mix of both teaching and learning and assessment methods, although the exact balance will vary from module to module within the programme. Students will experience: lectures, seminars, projects, group-work, research activity, self-directed study tasks, field visits, professional exposure through visits and visitors. The class contact time is normally 36 hours for a 15 Credit Module and a total of 150 effort hours per module.

Similarly, a range of assessment methods, including coursework, group work and exams, are employed across the four modules that make up the Certificate. The programme team provide formative feedback on draft assessments as well as feedback on final assessments, in line with the Brookes Assessment Compact. Whilst most modules have a lecture 'core', this is also normally supported by smaller group teaching and learning in seminars, and project and workshop sessions.

The five Specific Graduate Attributes are met through the Learning Outcomes associated with the subject compulsory modules; Academic Literacy will enable graduating students to acquire the knowledge and skills associated with entry into planning education, Research Literacy will enable graduating students to undertake research relating to planning issues, Critical self-awareness and Personal Literacy enable graduating students to reflect on the role of planning in society, Digital and Information Literacy will enable graduating students to obtain and acquire relevant and critical information associated with planning issues, Active Citizenship will enable graduating students to reflect on and evaluate the differing cultural and international approaches to and the role of planning.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Prior qualifications necessary for entry to the programme, including English language requirements.

Normal entry to the Certificate in Spatial Planning Studies requires:

- GCSE, O-level or equivalent in Maths and English
- at least three years' suitable experience of working within the field of planning in an advanced technical or administration post.\*

\*Applicants who have two years' work experience in planning at the commencement of their studies and have at least one A-level at grade C or above will also be considered.

Applicants for the MSc in Spatial Planning who have been rejected because their first degree did not meet the required standard will be reconsidered for entry onto the master's course if they complete the certificate course to the required standard.

- See the university's general entry requirements:  
<http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/undergraduate-courses/>
- English language requirements

If your first language is not English you will require a minimum IELTS score of 6.5 overall with 6.0 in all components.

**OR**

An equivalent English language qualification acceptable to the University.

Please also see the university's English language requirements

<http://www.brookes.ac.uk/international/applying-to-arriving/how-to-apply/english-language-requirements/>

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

Information about how the programme has been designed to prepare students for employment, for example:

- The involvement of visiting lecturers from relevant industries/professions

- Involvement of relevant professionals/employers in other learning activities
- Mentoring
- Work placements – optional or integral to the programme
- Other opportunities for work-based learning
- Etc.

The Practice Liaison Committee - As the majority of our programmes are vocational in nature the Department has always recognised the importance of balancing the needs of maintaining academic standards while ensuring that our graduates are fully equipped for the work environment. To foster this balance the Department ensures that practitioners play an important part in the delivery and development of our programmes. This is achieved through the use of practitioners, from the private and public sectors, as visiting speakers and lecturers and the use of our Practice Liaison Committee (PLC) as part of our programme development and validation procedures. Current membership of the PLC includes senior members of staff from:

- Barton-Wilmore
- DPDS
- Kemp and Kemp
- Peter Brett Associates
- RPS Group
- Ealing Borough Council
- South Oxfordshire District Council
- Oxford City Council
- Oxfordshire County Council
- RTPI South East Region

In addition to the important role of the PLC in fostering and maintaining sound relationships with employers, the Department employs a number of other means of ensuring that we work in partnership with practice. These include:

- our extensive CPD programme, which is designed to reflect the needs of changing practice to support employers in the development of the skills and knowledge base of their employees;
- a partnership agreement with Oxfordshire County Council that includes a summer placement programme for our students;
- a Department of Planning recruitment fair that is additional to the University and fair;
- research and consultancy contracts which are completed in partnership with leading planning and environmental consultancies;
- one of the external examiners monitoring both the undergraduate and postgraduate programmes is drawn from practice
- senior practitioners are members of the RTPI Partnership Board that has the responsibility for accrediting our programmes.