

Programme Specification

BA Hons City and Regional Planning

Valid from: September 2015

Faculty of Technology Design and Environment

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Final award:	BA(Hons)
Programme title:	City & Regional Planning
Interim exit awards and award titles:	CertHE, DipHE, BA
Brookes course code:	RP
UCAS/UKPASS code:	K400BA/RP
JACS code:	
Mode of delivery:	Face to Face
Mode/s of study:	FT/PT
Language of study:	English
Relevant QAA subject benchmark statement/s:	Town and Country Planning qaa.ac.uk/crntwork/benchmark/phase2/tcp.pdf
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	Eligible for membership of the RTPI when combined with either the Post Graduate Diploma in Planning or one of the Department of Planning's RTPI accredited specialist MA/MSc Programmes, and the post-graduation Assessment of Professional Competence (APC). Where the BA ^{**} (Single Honours) City and Regional Planning is combined with one of the MA/MSc specialist programmes the dissertation topic for those programmes must be linked to and have a spatial planning theme
Faculty managing the programme:	Technology Design and Environment
Date of production (or most recent revision) of specification:	October 2015

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The course has both academic and vocational aims. Whilst the main objective is to provide a programme of study which is accredited by the Royal Town Planning Institute the (course also prepares students for a wide range of careers employing graduates in the environment, built environment and design, city development, urban design, and land use planning areas, for further specialist courses.

2.2 Aims of the programme

The **main aim** of this single honours degree is to provide a comprehensive vocational and professional programme of study in planning grounded in a robust academic framework. The more **specific aims** are:

1. To facilitate the development of intellectual and academic abilities.
2. To establish a critical awareness of the theory, methods and practice of planning in Britain, and in a comparative context.
3. To increase the student's knowledge of society's environmental needs and the problems encountered in satisfying them, skills in formulating, presenting and implementing solutions to environmental problems, and sensitivity to the values and needs of different groups in society.
4. To stimulate a practical awareness of the roles of the various actors in the process of environmental change and development, and of planning intervention in a variety of contexts.
5. To develop skills in communication (written, verbal and graphic) in information technology, and in negotiative and managerial approaches to planning in its social context
6. To develop skills and awareness appropriate to significant specialist areas of planning practice and its cognate subjects.
7. To provide a sound basis of vocational education which can be continued after graduation to a full professional level in post first degree qualifications.

SECTION 3: PROGRAMME LEARNING OUTCOMES

3.1 Academic literacy

- a. Processes of socio-economic and environmental change and actions to manage the quality of relationships between people and change in the built and natural environment. Processes of environmental, ecological change and physical resources) interaction and inter-relationship between the social and built environments) urban and architectural design .
- b. Knowledge and understanding of the distribution of social, economic and environmental costs, their differential impacts on groups within society and how these impacts may be mediated .
- c. Understanding of the management of change and knowledge of the enabling instruments, processes and organisational structures and frameworks – the process of governance and planning.
- d. identification and formulation of urban environmental, design and development issues and problem solving .
- e. academic research and investigation.
- f. depending on the modules taken: translating theory, knowledge and analysis into plans, policies and designs and monitoring and evaluating the range of planning interventions; practical design skills; multi-professional, multi-agency and multi-group interaction in the context of the built and natural, environment including networking, negotiation and advocacy; ethics of professionalism particularly those of RTPI.

3.2 Research literacy

- a. Research skills in data and information sourcing and collection, analysis and presentation

3.3 Critical self-awareness and personal literacy

- a. Communication, negotiation and networking; teamwork in a multi-agency and multi-professional settings; creative problem-solving;
- b. Presentational skills – design, oral and written including reports and narrative methods.

3.4 Digital and information literacy

- a. obtaining, analysing, evaluating synthesising planning/environmental/urban design data.

3.5 Global citizenship

- a. Interdisciplinary knowledge and understanding based on the eclectic nature of the subject including the rationale of planning; the research basis of built environment knowledge, ideas and concepts; and, depending on modules taken, the processes of policy formulation, analysis and implementation, architectural design .

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

BA (Hons) City and Regional Planning (RP)

Single honours

(Level 4)

Compulsory Modules

U35001 Economics of the Built Environment
U35005 Introduction to Valuation and Commercial Management
U35008 Introduction to Spatial Planning
U37701 Building the City*
U37702 City People and Diversity (Double)
U37703 City Design and Skills*
U37705 Environmental Sustainability

(Level 5)

Compulsory Modules for Degree/Honours Degree

U 37721 Urban Development Processes and Finance
U 37723 Politics and Planning
U 37729 Geographical Information Systems
U 37728 Research Data and Design (Double)
U 37742 Designing the City

Acceptable Modules

U 37524 Sport and the Modern City
U 37722 Environmental Decision Making
U 37744 Global Environmental Resource Policy
U 37746 Transport and Society

(Level 6)

Compulsory Modules (Alternative Compulsory) for Degree/Honours Degree

U 37770 Local Planning and Development Control (Double)
U 37772 Regional and Strategic Planning
U 37781 Planning Thought and Practice
U 37782 Cities and Society
U 37798 Research Project (Double)

Acceptable Modules

U 37771 Urban Design and Development
U 37788 Independent Study in Planning

*BA Architecture (AR) transfer rule from September 2015 for students transferring across from AR to RP.

The combination of three modules – two level 4 U30000 Introduction to Architectural Design 1; U30006 Architecture and Society; and one level 5 U30024 Cities, Culture and Society is an alternative for combination of two level 4 modules in BA City and Regional Planning (RP) U37701 Building in the City and U37703 City Design and Skills.

4.2 Professional requirements

See attached Table 2 (there is no table 2?)

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

This programme utilizes a wide variety of teaching, learning and assessment methods, appropriate to the knowledge and skills you will need; a student-centred approach is an important feature. 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 as indicated in the Assessment Compact. The project base is a highly appropriate vehicle for planning education and a number of modules utilise 'real life' situations. As the programme evolves increasing emphasis is placed on students managing group activities, negotiation, decision making and presentation. There is emphasis in the coursework in a number of modules on presentation and communication skills and report writing

Students will experience many modules where the collection, analysis and the presentation of data (quantitative and qualitative, socio-economic and built/natural environment, primary and secondary), through for example projects and self-contained surveys. There is progression in the development of knowledge and skills between Levels 4-6. Throughout the programme, both in specific modules and as elements of other modules students will be developing a wide variety of professional, technical and transferable skills.

All modules are assessed separately with an overall pass mark of 40%. The modules are assessed in a variety of ways - essay reports, individual and group project work, seen and unseen examinations. Further details for each module assessment are published in the individual module syllabi. Each module handbook which enlarges on the syllabus and provides information about the programme, details, teaching methods, coursework schedules, assessment regimes, reading lists, etc.

Reflecting the programme's emphasis on professional practice and continuity in the learning process, a considerable proportion of the assessment is on the basis of coursework. Practitioners operate in a wide variety of agencies - in the public, private and voluntary sector - and you will need a comprehensive array of skills and knowledge. Communication of knowledge clearly and effectively to different clients and interest groups is important. Accordingly, the need for clear and effective presentation of work throughout the course will form an important component in the assessment process. The methods of assessment are designed to evaluate the skills for example in design, graphic, presentation, quantitative methods, report writing, verbal presentation, but also knowledge in relation to concepts and theory and professional practice.

The five Specific Graduate Attributes are met through the Learning Outcomes associated with the subject compulsory and elective modules; Academic Literacy will enable graduating students to acquire the knowledge and skills associated with planning the built environment, 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 the planner in society, Digital and Information Literacy will enable graduating students to obtain and acquire relevant and critical information associated with planning issues from a range of sources, Global Citizenship will enable graduating students to reflect on and evaluate the differing cultural and international approaches to and roles of planning.

5.2 Assessment regulations

UMP Regulations.:

SECTION 6: ADMISSIONS

6.1 Entry criteria

BC/BCC or 2 A2 at CC + 2AS at CC or 12 unit vocational A level at C plus 1A2 or 2AS at C

6.2 DBS checks

N/A

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Student Support will be provided through the following;

- An Induction Programme conducted in Week 0 Semester 1
- Programme Lead and Subject Co-ordinators as advisors
- Programme and Module Handbooks giving details of subjects and university procedures
- Student Support Co-ordinators,
- Central support services
- Study skills development/support introduced in Level 4 Modules
- Careers Centre

SECTION 8: GRADUATE EMPLOYABILITY

Graduates from the BA Hons City and Regional Planning are eligible to apply for membership of the Royal Town Planning Institute when combined with an appropriate postgraduate qualification. Most students choose this route. This then leads to employment as:

Planning Officers in Local Government, National Government and Quangos;
Planning Consultants in Planning Consultancies, Surveying and Planning consultancies, Multi-professional development consultancies;
Planners in Development Corporations
Planners in Environmental consultants, Agencies and Advocacy Organisations;
Researchers in Universities, Government Agencies and the Private Sector;

SECTION 9: LINKS WITH EMPLOYERS

The programme has links with prospective employers through-

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. The PLC was first convened in 1995, meets three times per year, and is comprised of senior practitioners from local government and major private sector planning and environmental consultancies. The role of the PLC is to help the Department ensure that its programmes are relevant, current and produce graduates that will be attractive to employers in the fields of planning and the built environment. Members of the PLC have played a major role in the development of the Department's student handbook "The Art of Becoming Employed: Five Things You can do Now" that was first produced in 1990s and updated in 2009. Our work with the PLC is a two way relationship with members of staff providing regular presentations to the committee on current research outcomes. Current membership (2012) 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 is designed to reflect the needs of changing practice to support employers in the development of the skills and knowledge base of their employees;
- we have a partnership agreement with Oxfordshire County Council that includes a summer placement programme for our students;
- we have run our own Dept. of Planning recruitment fair that is additional to the University and School of the Built Environment fairs;
- many of our research and consultancy contracts are completed in partnership with leading planning and environmental consultancies;
- one of our external examiners on both the undergraduate and postgraduate programmes are drawn from practice; and
- senior practitioners are members of our RTPI Partnership Board that has the responsibility for accrediting our programmes.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

The Department takes seriously the views of its students on the learning environment and actively invites and undertakes review and feedback in a number of ways.

- i. Through 'traditional' module evaluations which are reviewed at the MSc programme meeting by staff and students
- ii. Through the Universities Annual and Periodic (six yearly) Review process which requires all programmes to be monitored and evaluated in terms of their academic validity and cohort analysis
- iii. Through External Examiners scrutinising modules associated with the programme and the programme itself at regular intervals throughout the Academic Year.
- iv. Through programme level feedback at committees and exit surveys which are reviewed at the MSc programme meeting by staff and students
- v. Through interrogating information such as NSS and PTES at departmental level which are reviewed at the MSc programme meeting by staff and students
- vi. Through additional mechanisms such as AESC and the Department Management Team
- vii. Through reports to the Practice Liaison committee and Annual Reports to the RTPI and RICS.

Further we monitor actions taken in response to these again through evaluations which show changes suggested and made in relation to student comments and through minutes of course committees etc.