

PROGRAMME SPECIFICATION

for the award of

Postgraduate Diploma in Planning

Managed by the Faculty of Technology, Design and Environment

delivered by School of the Built Environment

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

RECORD OF UPDATES

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

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award:	PG Diploma
Programme title:	Diploma in Planning
Interim exit awards and award titles available:	NA
Brookes course code:	PL92
UCAS code:	P034315
JACS code:	K400
HECoS code:	100197
Mode of delivery:	Full-time (face to face/on-campus) Part-time (face to face/on-campus)
Mode/s and duration of study:	Full time: 12 months, concentrated with lectures delivered on two days per week Part time: 24 months, delivered on day-release over two years
QAA subject benchmark statement/s which apply to the programme:	There are no benchmarks for postgraduate programmes. However this programme's aims and outcomes conform to the QAA descriptor qualification at M level set out in the NQF (www.qaa.ac.uk/crntwork/nqf/ewni2001/annex1.htm). In addition, this programme has been developed in direct response to the RTPI's educational requirements for accreditation of taught postgraduate programmes as defined in the 2004 Policy Statement on Initial Planning Education.
Professional accreditation attached to the programme:	Royal Town Planning Institute (RTPI)- when combined with BA (Hons) City and Regional Planning or equivalent
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The principal aim of the programme is to extend the student's skills and knowledge of planning towards a level, with subsequent experience, of that of a skilled practitioner in order to address the complex and changing questions raised by current practice and to improve his or her capability of operational planning. The overall aim of the programme is to provide graduates with an RTPI approved education in accordance with the *Policy Statement on Initial Planning Education* (2004). This programme represents the '4th year' of the undergraduate route to RTPI professional accreditation.

The programme aims are to:

- deepen and extend the student's knowledge and insights into planning, and her or his capacity for independent critical enquiry;
- enable detailed examination of the implementation of planning policies, through offering a range of special areas of study;
- encourage a capacity for flexibility, a sense of commitment and a concern for the social, political and economic context and implications of planning action.

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

- I. the institutional and procedural prerogatives in professional practice, including emergent regional structures, local development frameworks, community strategies,
- II. contemporary issues in development control, law updates, and enforcement and redress such as appeals and inquiries;
- III. the 'new public management' including management concepts, practice, and techniques (e.g. communication, negotiation), and how management affects the professional practitioner;
- IV. opportunities and constraints of cost-centre budgeting and the links appearing between performance and extra money.

3.2 RESEARCH LITERACY

- I. develop practice capabilities within the framework of more specialised study, including a critical perspective on planning practice as this pertains to an area of specialisation;
- II. to enhance their individual skills and knowledge through student directed project and research work;
- III. undertake techniques for sampling, measuring, and analysing socio-economic data;
- IV. structure and carrying out a research project and report writing;

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- I. Undertake effective presentation – verbal, written, and graphic – of planning data and other socio-economic information

3.4 DIGITAL AND INFORMATION LITERACY

- I. self management, IT, communication, learning, problem solving and teamwork skills.

3.5 ACTIVE CITIZENSHIP

- I. Demonstrate the appreciation and respect diversity of cultures, views and ideologies, and understand how that respect can be applied in planning systems through the pursuit of equal opportunity, social inclusion and non-discrimination (on the grounds of wealth, gender, age, race, disability, religion and culture).
- II. Understand the concept of rights, including the balance between individual and collective rights, and the legal and practical implications of representing rights in planning decision frameworks.
- III. Recognise the importance of stakeholder involvement and public participation in the planning process and of engaging and communicating with (by appropriate and varied means) a diverse range of interests, including local residents and community groups, business people, commercial developers, politicians and protest groups.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P37501	Development Economics, Management and Finance.	20	7	Compulsory	100:0
P37502	Contemporary Issues in Planning Law, Practice and Research	20	7	Compulsory	100:0
P37589	Implementation Project	40	7	Compulsory	100:0
Students require 40 credits of specialisation and are advised to take 20 credits of specialisation each semester.					
P32072	Urban Design Studio I	10	7	Alternate compulsory	100:0
P32073	Urban Design Theory I	10	7	Alternate compulsory	100:0
P37701	Introduction to Regeneration and Economic Development	20	7	Alternate compulsory	100:0
P37809	Design for Conservation	20	7	Alternate compulsory	100:0
P37850	Conservation and Regeneration: theory, law and practice	20	7	Alternate compulsory	100:0
P38075	Sustainable Tourism Planning	20	7	Alternate compulsory	100:0
P38167	Development and Urbanisation	20	7	Alternate compulsory	100:0
P38303	Principles of Environmental Assessment and Management	20	7	Alternate compulsory	100:0
P37688	Independent Study	20	7	Alternate compulsory	100:0
P32075	Urban Design Theory II	10	7	Alternate compulsory	100:0
P32081	Urban Design Development Seminars	10	7	Alternate compulsory	100:0
P37702	Regeneration and Neighbourhood Planning	20	7	Alternate compulsory	100:0
P37802	Building Construction and Repair	20	7	Alternate compulsory	100:0
P37808	Conservation Economics	10	7	Alternate compulsory	100:0
P38168	Urban Land Policy and Urban Management	20	7	Alternate compulsory	100:0
P38333	GIS and Environmental Modelling	20	7	Alternate compulsory	100:0
P38350	Strategic Environmental Assessment	20	7	Alternate compulsory	100:0

4.2 PROGRESSION AND AWARD REQUIREMENTS

PG Dip = P37501, P37502, P37589, plus 40 M credits of 'Specialisation' = 120 M credits

4.3 PROFESSIONAL REQUIREMENTS

To meet the RTPi requirement students must complete; P37501, P37502, P37589, plus 40 M credits of 'Specialisation'.

Updated May 2016

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.

Emphasis in the PG Diploma is on **applying** the skills and knowledge gained at undergraduate level to professional situations.

Reflecting the course's emphasis on professional practice and continuity in the learning process, a considerable proportion of the assessment is on the basis of coursework. 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 **Implementation Project** is the climax of the professional learning experience. Students are asked to advise a client in report format on how to implement a proposal or policy. It is quite different from a dissertation in form, content and approach. 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 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 the planning profession and its specialist areas, Research Literacy will enable graduating students to undertake research relating to planning issues in a professional manner, Critical self-awareness and Personal Literacy enable graduating students to reflect on the role of the planning professionals in society, Digital and Information Literacy will enable graduating students to obtain and acquire relevant and critical information associated with planning and development issues from a wide range of sources, Active Citizenship will enable graduating students to reflect on and evaluate the differing cultural and international approaches to and roles of planning.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

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

Admission to the course is primarily open to candidates who are progressing from the third year of an RTPI-approved undergraduate programme, namely students holding the BA in City and Regional Planning, or students who have graduated from equivalent programmes from other universities and whose transfer has been approved by the department in collaboration with the RTPI. In all cases, a minimum of a 2.2 (Hons) is required.

Students with planning experience and/or other degrees and qualifications may be accepted. Their applications are normally considered on the basis of the syllabus and pass mark of the student's earlier course or the presentation of a folio of work.

See the university's general entry requirements: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/postgraduate-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. See the university's general English language requirements: <http://www.brookes.ac.uk/international/applying-to-arriving/how-to-apply/english-language-requirements/>

SECTION 7: PREPARATION FOR EMPLOYMENT

Graduates from the Diploma in Planning are eligible to apply for membership of the Royal Town Planning Institute. They are likely to be employed in a professional capacity as planners 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;

The Practice Liaison Committee - As the majority of our programmes are vocational in nature the School 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 School 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 (2016) 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 School 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 School of Built Environment recruitment fair that is additional to the University 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 the our RTPI Partnership Board that has the responsibility for accrediting our programmes.