

PROGRAMME SPECIFICATION

for the award of

MSc Urban Planning: Developing and Transitional Regions

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
October 2016	Checked for errors and amended by Subject Coordinator and Programme Lead.	Subject specialist knowledge.

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award:	MSc
Programme title:	Urban Planning: Developing and Transitional Regions
Interim exit awards and award titles available:	PG Diploma PG Certificate
Brookes course code:	UD50
UCAS code:	P016244
JACS code:	K421
HECoS code:	100199
Mode of delivery:	Full-time (face to face/on-campus) Part-time (face to face/on-campus)
Mode/s and duration of study:	One Year Full Time Two Years, Part Time
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 also been developed in response to educational requirements of the Royal Town Planning Institute (RTPI) for accreditation of taught postgraduate programmes as defined in the 2004 Policy Statement on Initial Planning Education and of the Royal Institution of Chartered Surveyors.
Professional accreditation attached to the programme:	<ul style="list-style-type: none"> Accredited by the Royal Institution of Chartered Surveyors (RICS). http://www.rics.org/uk/ Royal Town Planning Institute (RTPI) when combined with BA (Hons) City and Regional Planning or equivalent. http://www.rtpi.org.uk/
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?

Nowhere are the contentious impacts of global change and rapid urbanisation more evident than in the urban and peri-urban areas of developing countries and economies in transition. The nature of development, urbanisation and the professional tasks of planning and managing productive and inclusive cities in the developing world is an immense task. The MSc and PG Dip in Urban Planning: Developing and Transitional Regions seeks to develop and advance the understanding of urban policy, analytical skills and practice of planning and managing cities in these rapidly changing societies. On completion of this course, graduates will have developed the critical thinking about the interplay between local and global forces that shape the nature and utilisation of urban spaces and be able to appraise and evaluate various alternative development interventions for productive, inclusive, sustainable, healthy, equitable, attractive and competitive towns, cities and regions.

This course is concerned with the theory, concepts and practice of urban planning in societies undergoing rapid economic, social, environmental and spatial change. It critically examines the phenomenon and processes of rapid urbanisation and the nature of planning and other interventions within the broader framework of political, economic (including macro-economic) and cultural factors, contrasting development paradigms and the process of globalisation. Emphasis is placed on institutional aspects of planning and management interventions in the urban sector and the scope of various policy instruments and planning modes to manage the emerging spatial patterns, impacts and processes of urban growth. Distinctive features of this programme are its focus on: policy analysis; urban land markets and their dynamics particularly in the context of shelter provision for low-income groups; urban management and issues of governance and development co-ordination; community empowerment and stakeholder engagement.

The course embraces both theoretical and empirical work including programme and project analysis and critical examination of policy design and implementation.

The course aims to enhance knowledge, analytical ability and professional capability for graduates to make an effective contribution to the tasks of policy making, planning and managing rapid urban growth.

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

- understand and analyse a range of complex urban development processes occurring under conditions of rapid economic, social, political and environmental change;
- make an effective contribution to the tasks of policy making, planning and managing rapid urban growth;
- prepare appropriate policy guidance and instruments at strategic, programme and project level;
- function successfully in multi-professional and multi-agency settings.
- integrate academic knowledge and understanding with operational skills and capabilities necessary to work within a variety of planning environments;
- promote and enhance research (MSc students only), analytical and prescriptive capabilities in the understanding of urban policy making and in the varieties of planning practice;
- enable the development of specialised knowledge and skills in particular areas of theory and/or practice;
- provide the opportunity to enhance and deepen critical perspective into the issues of development urbanisation and policy making .

3.2 RESEARCH LITERACY

- Appraise and evaluate policy, conduct desk studies, identify appropriate information requirements for problem solving, local and global sources of information, literature reviews; be able to use large secondary data sets produced by global and local institutions, conduct primary data collection.
- demonstrate sound quantitative and qualitative data analysis skills
- Be able to communicate policy and research ideas using a variety of oral, written and other modes of communication.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- .Appreciate the importance of human and financial resources in processes of urban development and management.
- Appreciate the significance of history, indigenous knowledge and local cultures even in a globalising world
- Recognise the role in the planning process of such skills as negotiation, mediation, and advocacy and the importance of team-working, often with other professionals, in an interdisciplinary context.
- Appreciate the meaning of professionalism, including probity and adherence to independent informed judgement; the identification of clients and the duties owed to them; the concept of conflict of interests; and the importance of a commitment to lifelong learning to maintain and expand professional competence.

3.4 DIGITAL AND INFORMATION LITERACY

- Enhance their individual skills and knowledge through participatory learning, group work, individual dissertation project, site visits and participation in public policy debates and scholarly events.

3.5 ACTIVE CITIZENSHIP

- Appreciate 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).
- Understand the concept of rights, including the balance between individual and collective rights, and the legal and practical implications of representing rights in development planning practice.
- Recognise the importance of stakeholder involvement and public participation in the planning process and of engaging and communicating with 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	Level	Credits	Status	Coursework: Exam ratio
P38167	Development and Urbanisation	7	20	Compulsory	Coursework
P38162	Globalisation and Environment	7	20	Compulsory	Coursework
P38168	Urban Land Policy and Urban Management	7	20	Compulsory	Coursework
P38169	Urban policy in practice: Programme and Project Implementation	7	20	Compulsory	Coursework
P37642	Research Methods	7	10	Compulsory	Coursework
P37699	Dissertation	7	50	Compulsory	Coursework
P38073	Environmental Management Systems	7	20	Optional	Coursework
P30305	Conflict, Violence and Humanitarianism	7	20	Optional	Coursework
P32001	Designing the City	7	20	Optional	Coursework
P32002	Designing the Neighbourhood	7	20	Optional	Coursework
P37679	Statistical Research Using SPSS	7	10	Optional	Coursework
P37604	Delivering Sustainable Futures	7	20	Optional	Coursework
P37906	International Transport Planning: Policy & Practice	7	20	Optional	Coursework
P38303	Principles of Environmental Assessment and Management	7	20	Optional	Coursework
P38333	GIS & Environmental Modelling	7	20	Optional	Coursework
P38350	Strategic Environmental Assessment	7	20	Optional	Coursework
P37688	Independent Study	7	20	Optional	Coursework
P30307	Working with Conflict: practical skills and strategies	7	10	Optional	Coursework

4.2 PROGRESSION AND AWARD REQUIREMENTS

PG Certificate: P38167, P38168 and P38162

PG Diploma: P38167, P38168, P38162, P38169 plus two specialisation/option modules

MSc: P38167, P38168, P38162, P38169 plus two specialisation/option modules and P37642 and P37699

4.3 PROFESSIONAL REQUIREMENTS

The MSc Urban Planning: Developing and Transitional Regions is accredited by the RTPI and provides partial exemption from the educational requirements of Membership to the Institute. The full educational requirements for membership of the RTPI are satisfied when a student has combined the MSc in Urban Planning: Developing and Transitional Regions with the University's BA (Honours) City and Regional Planning or who has who has graduated with an MSc in Urban Planning: Developing and Transitional Regions and goes on to complete the Department of Planning's Postgraduate Diploma in Spatial Planning.

SECTION 5: TEACHING AND ASSESSMENT

The core modules in the programme focus on the background to Urban Planning: Developing and Transitional Regions. Graduates from the programme should be able to engage in theoretical, practical

Updated May 2016

and ethical debates at the forefront of planning in developing and transitional economies; be able to evaluate the social, economic, environmental and political context of the subject, demonstrate the spatial and non-spatial relationships in development; demonstrate analytical and computational skills in population, climate change, urbanisation, economic, socio-economic and cultural variables; demonstrate high level skills in data analysis, verbal, oral and written presentation of data, arguments, ideas and policy alternatives; deploy an understanding of global and local processes in policy analysis and development. Additional outcomes depend on the choice of optional modules, whether these comprise a sequence or selections. Advice will be given at Induction on making appropriate choices in relation to students' interests and intended career paths. A wide variety of student centred participatory teaching and learning methods are used on this programme that include lectures, small group seminars, and project and workshop sessions as indicated in the Assessment Compact. The dissertation gives students the opportunity to explore in depth a subject related to Urban Planning: Developing and Transitional Regions, and to integrate the various elements of the Programme.

Assessment is one of the key elements in higher education programmes. The strategy for the MSc/PG Dip/PG Cert in Urban Planning: Developing and Transitional Regions has been designed to combine academic rigour, integration of theory and practice, consistent high standards with an emphasis on continuous development, and reflection on your own learning.

The assessments are designed to develop the breadth, depth and application of your knowledge. Modules are assessed separately by methods which may include essays, seminar papers, tests, written examinations, workshops and simulations, practical and project work; and may involve oral as well as written presentations. In keeping with the Programme's applied and post-graduate emphasis, most of the assessment is on the basis of coursework. The assessment methods aim to test not only knowledge, but also skills such as research, analysis, prescription, group co-ordination and management.

The 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 policy and planning of productive and harmonious cities in developing countries and transitional economies. Research Literacy will enable graduating students to undertake research relating to sustainable urban development issues, Critical self-awareness and Personal Literacy enable graduating students to reflect on the role of the policy analyst, urban planner, politician, manager and developer in society. Digital and Information Literacy will enable graduating students to obtain and acquire relevant and critical information associated with sustainable urban development issues from a range of local and global sources. Active Citizenship that is central to the programme will enable graduating students to reflect on and evaluate the differing cultural, socio-political and international approaches to sustainable urban development.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

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

- A first class or upper second class honours degree (or equivalent) or
- Possess an appropriate professional background and experience in urban planning and the built environment and;
- English as a first language or IELTS 6.0 or other appropriate evidence of English language skills, both oral and written, that meet University and programme requirements. For IELTS, students are expected to achieve 6.0 in each component. See university's general English language requirements: <http://www.brookes.ac.uk/international/applying-to-arriving/how-to-apply/english-language-requirements/>

Also see the university's general entry requirements: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/postgraduate-courses/>

SECTION 7: PREPARATION FOR EMPLOYMENT

Graduates from the MSc urban Planning in Developing Countries and Transitional Regions are eligible to apply for membership of RICS and the RTPI. They are likely to be employed in a professional capacity as development practitioners in both traditional rural and urban planning as well as advisors, policy analysts and programme officers in diverse sectors;

- Development Planning Officers and Policy Analysts in Local Government, National Government and Quangos, International development Banks, International Development NGOs, Local NGOs, Bilateral and Multi-lateral Development Organisations including the United Nations (UNDP, UN-HABITAT, UNEP, FAO, ILO, UNCDF, UNICEF, UNIDO)
- Planning Consultants in Development Planning Consultancies, Property, Surveying and Planning consultancies, Multi- professional development consultancies;
- Planners in Development Corporations, Private Sector Developers and Investors
- Planners in Environmental consultants, Agencies and Advocacy Organisations;
- Researchers in Universities, Government Agencies and the Private Sector;

The programme has links with prospective employers through research and outreach work. The programme has links with organisations such as UN-HABITAT, DFID, Development Banks and a range of NGOs. These links are used to draw material for teaching on the programme and contacts with potential employers for those students seeking to change professions or who come on the programme as unemployed.