1 Programme Details

PL63 MSc/Postgraduate Diploma in Spatial Planning

Programme Handbook 2018-19

Final Award and Exit Awards: MSc/Postgraduate Diploma in Spatial Planning

Modes of Study: Full time / Part time

Mode of Delivery: On Campus

Professional/Regulatory Accreditations: RTPI and RICS Fully Accredited

Department: School of the Built Environment

Faculty: Faculty of Technology, Design and Environment

Subject Coordinator: John Carnie

1.1 Handbook updating record

The purpose of this updating record is to show clearly to students and staff the changes that have been made to this programme handbook after publication, making clear to whom they apply. Changes include typographic corrections, updated hyperlinks, revised University information and validated curriculum changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of changes made</th>
<th>Students to whom the change applies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S3.3 Deletion of rows 14-20 (specialisms) of RTPI learning outcomes to reflect more accurately the approved RTPI learning</td>
<td>All students entering</td>
</tr>
<tr>
<td></td>
<td>General updates for the forthcoming year.</td>
<td>All students entering year 2018-19</td>
</tr>
<tr>
<td>23/7/18</td>
<td>Insert the programme diagram for the PG Dip</td>
<td>All students entering year 2018-19</td>
</tr>
</tbody>
</table>
Welcome

Welcome to the School of the Built Environment and for applying for a place on Oxford Brookes University's MSc in Spatial Planning. The enclosed document will provide you with all the information you will require for enrolment and the commencement of your studies in September 2018. In it you will find information on: enrolment, induction events and key details about the MSc in Spatial Planning programme and specialisation choices. Induction and enrolment information is in Section 7.1.

You have made an excellent choice in deciding to enrol on to the MSc in Spatial Planning and to do your planning education here at Oxford Brookes University. The School of the Built Environment has a long-standing reputation in producing highly skilled, enthusiastic and very capable professional planners and we are happy to welcome you to this talented body of past and present students.

Furthermore, Oxford Brookes' MSc in Spatial Planning programme is the preferred choice for many public and private sector employers. The success of our courses in delivering highly skilled professionals and the choice of Oxford Brookes for the training of staff by major employers is testament to the quality of our delivery.

As someone who has worked extensively in planning practice and other closely related planning disciplines, I know what a varied, interesting and challenging career you have decided to embark on. Planning is essentially about people, their different interests and the values they hold for the built and natural environment. The role of the planner is to facilitate decision-making that respects and embraces the different interests and values in our complex society. Given the tensions in current government policy, the balancing of these interests is more important than ever before. Add to that globalisation, climate change and the challenges of world-wide economic uncertainty and it is not difficult to understand the important role that planners will have to play in the coming years.

All the staff in the School of the Built Environment wish you well on the programme and hope that you thoroughly enjoy your time with us. We will do our utmost to ensure that the planning education you receive will be of the highest possible standard and that it will equip you for your future career in planning. We also hope that you will find the induction programme useful and enjoyable and that we all meet new friends along the way.

Yours sincerely

John Carnie
2.1 Introduction to the Programme Team

The overall programme is managed and supervised by the Subject Coordinator, John Carnie in the School of the Built Environment.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Room</th>
<th>Email</th>
<th>Tel</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Carnie – Senior Lecturer and Subject Coordinator</td>
<td>Room AB217</td>
<td><a href="mailto:jcarnie@brookes.ac.uk">jcarnie@brookes.ac.uk</a></td>
<td>01865 48 (3428)</td>
<td></td>
</tr>
<tr>
<td>Tracey Isaac – Programme Administrator</td>
<td>Room AB221</td>
<td><a href="mailto:tisaac@brookes.ac.uk">tisaac@brookes.ac.uk</a></td>
<td>01865 48 (3573)</td>
<td></td>
</tr>
</tbody>
</table>

The details of other key staff are on pages below and links to their staff pages can be found at [https://www.brookes.ac.uk/be/about/staff/](https://www.brookes.ac.uk/be/about/staff/)

3 The Curriculum - what you will study

The Programme Specification is the formal University document which sets out the aims, outcomes, structure and intended student experience of the programme(s). The Programme Specification can be found at [http://www.brookes.ac.uk/about/directorates/asa/registry/apqo/programmes/pl63.pdf](http://www.brookes.ac.uk/about/directorates/asa/registry/apqo/programmes/pl63.pdf)

A much more detailed description is in the following few pages.

3.1 Commentary on the Programme Specification

The key objective of the programme is to deliver a 'combined programme of initial planning education' as defined by the Royal Town Planning Institute in 2004. However, as planning activity is necessarily fashioned within a particular set of social and professional values, the programme also reflects the Faculty’s own Educational Philosophy, and as such the overall aims of the programme, at both the master’s and postgraduate diploma (in addition the meeting the RTPI’s educational requirements), are to develop a professional understanding of:

- The scope of planning: the purpose, rationale and objectives of planning and the varied ideological characteristics; the often competing professional and social needs which determine its effectiveness and utility. The essence of the concern here is with the complexity of managing economic growth, social justice and environmental sustainability.

- The policy environment: a concern with how public policy is made and implemented. This deals with the complex process of mediating competing demands – both current and in the future - on
the environment, designing appropriate instruments and tools to implement policies, and devising systems to evaluate their impact and effectiveness.

- The reflective practitioner: equipping students with the ability to practice in an ever changing environment, enabling them to learn skills of critical and strategic thinking that can be applied in a diversity of settings and within a variety of policy frameworks, above and beyond the detail of practice.

- Institutions and governance: exploring and evaluating the structure, capacity and effectiveness of different institutional arrangements to design and implement policies to manage environmental change. The emergence of new configurations of governance, directly embracing private stakeholders yet seeking to empower community-based interests, are critical to an understanding of how planning and allied environmental professions can adapt to the needs of 21st century societies.

- Social justice: embedding a continuing commitment to: social justice; understanding the distributional impacts of policy; evaluating the capacity and effectiveness of different modes of governance and institutional structures to represent different sectors of society; enhancing the ways in which the socially disadvantaged can better participate in the decisions which affect their lives and livelihoods.

- Multi-professionalism and multi-disciplinarity: a belief that planning, as a professionally incorporated activity, must be complemented first, by a generic or multi-professional view of the task of managing environmental change, and second, by a multidisciplinary approach which requires an increasing variety of specialist perspectives and skills.
3.2 Programme structure

Figure 1. Programme structure: MSc in Spatial Planning Full Time Study

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P37601</strong> Spatial Planning in Context (20 Credits)</td>
<td><strong>P37603</strong> Place Making (20 Credits)</td>
<td><strong>P37699</strong> Dissertation (50 credits)</td>
</tr>
<tr>
<td>Thursday am</td>
<td>Thursday am</td>
<td>normally Tuesday am</td>
</tr>
<tr>
<td><strong>P37602</strong> Spatial Planning in Action (20 Credits)</td>
<td><strong>P37604</strong> Delivering Sustainable Futures (20 Credits)</td>
<td>normally Tuesday am</td>
</tr>
<tr>
<td>Thursday pm</td>
<td>Thursday pm</td>
<td></td>
</tr>
<tr>
<td><strong>PG Alternative Compulsory Module</strong> (Total of 20 Credits)</td>
<td><strong>PG Alternative Compulsory Module</strong> (Total of 20 Credits)</td>
<td></td>
</tr>
<tr>
<td>normally Tuesday am</td>
<td>normally Tuesday am</td>
<td></td>
</tr>
<tr>
<td><strong>P37642</strong> Research Methods (10 Credits) Dissertation Seminars</td>
<td><strong>P37605</strong> Contemporary Issues in Planning Practice and Research (10 Credits)</td>
<td></td>
</tr>
<tr>
<td>Tuesday pm</td>
<td>Tuesday pm</td>
<td></td>
</tr>
</tbody>
</table>
**MSc Spatial Planning** = P37601, P37602, P37603, P37604, P37605, plus 40 Credits of Alternative Compulsory Modules, otherwise referred to as specialisation modules, plus P37642 and P37699 (MSc Planning Dissertation) = 190 M credits
# Figure 3. Programme Structure Postgraduate Diploma in Spatial Planning (PL63b)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>P37601</strong></td>
<td><strong>P37603</strong></td>
</tr>
<tr>
<td>Spatial Planning in Context</td>
<td>Place Making</td>
</tr>
<tr>
<td>(20 Credits)</td>
<td>(20 Credits)</td>
</tr>
<tr>
<td>Thursday am</td>
<td>Thursday am</td>
</tr>
<tr>
<td><strong>P37602</strong></td>
<td><strong>P37604</strong></td>
</tr>
<tr>
<td>Spatial Planning in Action</td>
<td>Delivering Sustainable Futures</td>
</tr>
<tr>
<td>(20 Credits)</td>
<td>(20 Credits)</td>
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<tr>
<td>Thursday pm</td>
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<tr>
<td><strong>PG Alternative Compulsory Module</strong></td>
<td><strong>PG Alternative Compulsory Module</strong></td>
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<tr>
<td>(Total of 20 Credits)</td>
<td>(Total of 20 Credits)</td>
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<tr>
<td>normally Tuesday am</td>
<td>normally Tuesday am</td>
</tr>
<tr>
<td><strong>P37642</strong></td>
<td><strong>P37605</strong></td>
</tr>
<tr>
<td>Research Methods</td>
<td>Contemporary Issues in Planning Practice and Research</td>
</tr>
<tr>
<td>(10 Credits)</td>
<td>(10 Credits)</td>
</tr>
<tr>
<td>Dissertation Seminars</td>
<td>Tuesday pm</td>
</tr>
<tr>
<td>Tuesday pm</td>
<td>Tuesday pm</td>
</tr>
</tbody>
</table>

**Postgraduate Diploma in Spatial Planning** = P37601, P37602, P37603, P37604, P37605, P37642, plus 40 credits of Alternative Compulsory Modules = 140 Credits

**N.B:** All students must complete 140 Credits. If you seek an exemption or transferred credit for any element of this award you must select an alternative module in its place.
**Compulsory Modules**

The compulsory modules are common to both the MSc and Postgraduate Diploma routes and all students must register for these modules. Full module descriptions are provided for the compulsory modules at Section 6 of this handbook.

**P37601: Spatial Planning in Context**  
Module Leader: Mr John Carnie, jcarnie@brookes.ac.uk  
Day: Thursday AM

Explores a range of contexts within which the UK planning system needs to be understood: historical, spatial, social, environmental, economic, political, and international. Students will consider the issues, which the planning system confronts and manages, and reflect on the range of approaches, historically and between countries, which may be taken to dealing with planning issues. There will be a compulsory field trip to Dublin in week 8.

**P37602: Spatial Planning in Action**  
Module Leader: Dr Dave Valler, dvaller@brookes.ac.uk  
Day: Thursday PM

Presents an analysis and assessment of the structure, objectives and responsibilities underlying the practice of spatial planning from a UK perspective. The legal basis and administrative aspects of planning decision-making are introduced, including development plan making, development control and the appeals process.

**P37603: Place Making**  
Module Leader: Prof Georgia Butina Watson, gbutina@brookes.ac.uk  
Day: Thursday AM

Introduces theories, processes and practice of place-making, and evaluates these against their impact on urban form and different sectors of society. The module seeks to engender the development of design alternatives, which take account of political, socio-economic, development, aesthetic and other key factors important in achieving high quality places and public realm that are also sustainable.
P37604: Delivering Sustainable Futures
Module Leader: Ms Elizabeth Wilson, ebwilson@brookes.ac.uk
Day: Thursday PM

Extends students’ understanding of the principles of sustainability, the interpretation and practice of sustainable development, and the changing socio-political and environmental context within which plans are generated and implemented.

P37605: Contemporary Issues in Planning Practice and Research
Module Leader: Dr Mike Stubbs, mdstubbs@brookes.ac.uk
Co-teacher: Colin White, c.white@brookes.ac.uk
Day: Tuesday PM

Provides an opportunity to study developing issues in spatial planning and to develop skills in the analysis of planning debates in problem solving techniques.

P37642: Research Methods
Module Leader: Dr Tim Jones, tjones@brookes.ac.uk
Day: Tuesday PM

Provides a critical knowledge of methods and skills of research and their application to investigative work that informs public policy. Students will be equipped with the necessary methods to design research and with some of the skills to implement research.

P37699: MSc Dissertation
Module Leader: Dr Tim Jones
Day: Tuesday PM

Is a substantial individual research study of up to 15,000 words. The dissertation is intended to reveal abilities to define and research an issue or problem of relevance to the discipline of planning and make a contribution to knowledge in the chosen area of specialisation (see below).

Postgraduate Alternative Compulsory Modules (MSc only)

The core spatial planning modules are supplemented by a required element of specialisation. MSc candidates are offered a high degree of choice and flexibility in terms of their specialisation requirement. You have to do specialisation modules adding up to 40 credits (a full module is worth 20 credits, a half module 10 credits. You can of course elect to do the whole specialisation package of two modules, or you can choose one module (20 credits) from one specialisation area, and the other module from another specialisation area. The full requirements will be explained to you in the induction week. Set out below are the current specialisations on offer and the modules that make up the specialisation package.
The alternative compulsory Semester 1 modules for the MSc are:

P32072 Urban Design Studio I (x.5) Semester 1  
Module Leader: Dr Alan Reeve, arreeve@brookes.ac.uk  
Day: Tuesday AM (alternate weeks)

This is a studio project based module in which students apply the theoretical and operational concepts of urban design (covered in the modules 'Urban Design Theory I' [P32073] and 'Urban Design Practice I' [P32074]) to a "live" study site. Students work in groups to produce design policy, site analysis, site proposals at appropriate scales and design rationales for the site in question. Students are supported in this work by a series of tutorials with academic staff and professionals in practice.

P32073 Urban Design Theory I (x.5) Semester 1  
Module Leader: Prof Georgia Butina Watson, gbutina@brookes.ac.uk  
Day: Tuesday AM

This is a lecture and seminar based module in which students are introduced to the theoretical concepts underpinning the current urban design practice approaches. The module includes the history and theory of urban design, the introduction of design approaches such as Responsive Environment and urban Morphology. Students are made aware of how urban form is produced and consumed and of the political and economic context of development. Subsequent lectures and seminars also cover urban movement frameworks looking at competition between different users of public space and building typologies and character.

P37809 Design for Conservation Semester 1  
Module Leader: Dr Karl Kropf, kkropf@brookes.ac.uk  
Day: Tuesday AM

This module is intended to enable students to develop a critical understanding of the processes involved in design management and brief formulation in the context of historic conservation. It enables students to develop skills and analysis of historic townscape, understanding basic principles of urban design, and to formulate design guidance and codes for sensitive historic areas. The module develops students’ skills in critical analysis of existing or proposed buildings, preparing design briefs for sites in historic areas, and skills in presenting design concepts.

P37850 Conservation and Regeneration: Theory, Law and Practice Semester 1  
Module Leader: Mr David Garrard, dgarrard@brookes.ac.uk  
Day: Monday PM

This module focuses on the various theoretical and practical concepts in the field of conservation and heritage and the different values and interests which they reflect. It also examines the relevance of these concepts and values to operational practice in the conservation and regeneration of the built
environment. It critically examines the politics and philosophy of conservation, underpinning present policies and practice, including those relating to sustainability and the reuse of built resources. The module provides an introduction and critical examination of the legal measures which exist to preserve and enhance the historic environment, and a review of how these powers may operate in practice. It examines the public policy framework to achieve implementation of conservation and regeneration objectives and the agencies involved in the process.

P38167 Development and Urbanisation Semester 1
Module Leader: Dr Emma Wragg, e.wragg@brookes.ac.uk
Day: Tuesday AM and Friday AM

This module examines the processes and consequences of rapid urbanisation in the developing world within the context of economic development and social change. Students taking this will be taking it as part of a module on a new course (Infrastructure and Sustainable Development) and will take 20 credits of this new 30 credit course.

P38303 Principles of Environmental Assessment & Management Semester 1
Module Leader: Dr Bridget Durning, b.durning@brookes.ac.uk
Day: Wednesday AM

This module consists of an examination of the principles of sustainability, environmental conservation and management, and the role of environmental assessment in the context of evolving European and domestic policy. This module encourages students to develop an understanding of the philosophical, political and economic foundations of environmental decision-making, appraisal and management, and public participation.

P37688 Independent Study Semester 1 or 2 or Summer
Module Leader: Mr John Carnie, j.carnie@brookes.ac.uk
Day: Flexible

This module consists of individual work on an appropriate theoretical or practical topic or set of topics. A learning contract must be developed with an appropriate internal tutor and agreed before being formally submitted to the module leader for final approval. Tutorials will be arranged as appropriate for each individual scheme; normally 5-10 hours of tutorial supervision will be allotted to each student in order to assist in the process of generating a proposal and learning contract that will form the basis of assessment. Proposals must normally be approved by the module leader in advance of the start of the semester in which the study will be submitted.
The alternative compulsory Semester 2 modules for the MSc are:

P32075 Urban Design Theory II (x.5) Semester 2  
Module Leader: Prof Georgia Butina Watson, gbuitina@brookes.ac.uk  
Day: Tuesday AM (alternate weeks)  
This module is structured around a core compulsory lecture series and a set of seminars. Following on from P32073 Urban Design Theory I, this lecture and seminar-based module presents more detailed urban design theory and method; the details of the lecture series covered in this module is subject to change each year in support of module P32076 Urban Design Issues I and P32079 Urban Design Issues II. The core of the module covers the history and theory of urbanism, problematic building types and mixed-use and density issues.

P32081 Urban Design Development Seminars (x.5) Semester 2  
Module Leader: Prof Georgia Butina Watson, gbuitina-watson@brookes.ac.uk  
Day: Tuesday AM (alternate weeks)  
This module consists of a set of specialist topic seminars. The specialist topics will vary but will normally cover coding and briefing, issues of local identity, urban landscape design, movement and mobility, and emerging issues concerned with the provision of good urban design in relation to place identity.

P37688 Independent Study Semester 1 or 2 or Summer  
Module Leader: John Carnie, jcarnie@brookes.ac.uk  
Please see the above entry on page 12.

P37702 Regeneration and Neighbourhood Planning Semester 2  
Module Leader: Dr Sue Brownill, sbrownill@brookes.ac.uk  
Day: Tuesday AM  
This module critically examines key issues in current regeneration theory, policy and practice, focusing on neighbourhood renewal, community planning and public participation. Through a focus on particular case studies and visits, the unit introduces key skills in participation, partnership working and regeneration practice.

P37802 Building Construction and Repair Semester 2  
Module Leader: Mr David Garrard, dgarrard@brookes.ac.uk  
Day: Monday PM
This module examines the properties of traditional materials and their selection and use in conservation. It also discusses the process of decay of traditional materials; methods of repair; structural principles in relation to historic buildings; environmental factors affecting historic fabric and modern interventions into historic buildings.

P37808 Conservation Economics (x.5) Semester 2
Module Leader: Dr Karl Kropf, kkropf@brookes.ac.uk
Day: Tuesday AM

This module provides an introduction to financial and economic aspects specific to the conservation and regeneration of historic buildings and areas including construction costing, development appraisal and the particular characteristics of the property market relating to historic buildings and areas.

P38333 GIS and Environmental Modelling Semester 2
Module Leader: Dr Graham Wood, gjwood@brookes.ac.uk
Day: Wednesday PM

This module is concerned with the practical application of Geographical Information Systems (GIS) and a variety of other computer-based techniques and models (namely expert systems and spreadsheets) as tools to assist in environmental decision making.

3.3 How core modules deliver Programme Learning Outcomes

MSc/PG Dip Spatial Planning CORE modules and RTPI Spatial learning outcomes
www.rtpi.org.uk/media/1593916/rtpi_guide_to_accreditation_december_2015.pdf

<table>
<thead>
<tr>
<th>RTPI Learning Outcomes</th>
<th>P37601 Context</th>
<th>P37602 Action</th>
<th>P37603 Place Making</th>
<th>P37604 Sus’ Issues</th>
<th>P37605 Cont’ Issues</th>
<th>P37642 Research</th>
<th>*P37699 Dissert’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2 Generate integrated and well substantiated responses to spatial planning challenges</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
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<tr>
<td>3 Reflect on the arguments for and against spatial planning and particular theoretical approaches, and assess what can be learnt from experience of spatial planning in different contexts and spatial scales.</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>4 Demonstrate how efficient resource management helps to deliver effective spatial planning</td>
<td>✔</td>
<td>✔</td>
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<td>✔</td>
</tr>
<tr>
<td>5 Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>6 Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change</td>
<td>✔</td>
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<td>✔</td>
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</tbody>
</table>
7 Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process.

8 Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.

9 Explain the principles of equality and equality of opportunity in relation to spatial planning in order to positively promote the involvement of different communities, and evaluate the importance and effectiveness of community engagement in the planning process.

10 Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.

11 Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.

12 Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership skills.

13 Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.

(✓ = explicit, ✓ = more implicit)

* indicative learning outcomes associated with the dissertation, are not necessarily identifiable, as these are heavily dependent upon the actual topic chosen for investigation.)

3.4 Professional/Regulatory body information

The course is accredited by both the Royal Town Planning Institute (RICS) and The Royal Institution of Chartered Surveyors (RICS).

Membership routes for students can be found at the two bodies’ respective websites:

www.rtpi.org.uk/membership/membership-classes/student/
http://www.rics.org/uk/join/student/

3.5 How to register for modules

As a student of the University, you have your own Personal Information Portal (PIP) page. PIP is a suite of web pages through which you can view and maintain your personal and academic programme details. Its use includes the ability to add or delete modules to your programme, review your timetable and monitor your assessment results.

When you first enrol you will receive a copy of the ‘Getting On-Line Guide’. This will contain information about how to access PIP and how to get started using the available facilities.
Help is also available via ‘a helpful guide available from [http://www.brookes.ac.uk/obis/](http://www.brookes.ac.uk/obis/) (see ‘Student Guide to PIP’ in the right hand menu). You may also find the other items in the ‘Quick Links’ menu helpful.

## 4 Learning, Teaching and Assessment

The learning, teaching and assessment approaches taken in the course can be found at [http://www.brookes.ac.uk/about/directorates/asa/registry/apgo/programmes/pl63.pdf](http://www.brookes.ac.uk/about/directorates/asa/registry/apgo/programmes/pl63.pdf)

The design of assessment at the University is guided by the Brookes Assessment Compact, prepared jointly by students and staff of the University. It can be found at: [http://www.brookes.ac.uk/aske/brookes--assessment-compact/](http://www.brookes.ac.uk/aske/brookes--assessment-compact/)

### 4.1 The Virtual Learning Environment and email

The Moodle support portal for students can be found at: [https://wiki.brookes.ac.uk/display/BVhelp/Home](https://wiki.brookes.ac.uk/display/BVhelp/Home)

The Student Moodle Guide is at: [https://wiki.brookes.ac.uk/display/BVhelp/Moodle+Guides+--+STUDENTS](https://wiki.brookes.ac.uk/display/BVhelp/Moodle+Guides+--+STUDENTS)

Help with using the whole suite of facilities in Google@Brookes can be found at [http://obis.brookes.ac.uk/google/](http://obis.brookes.ac.uk/google/)

### 4.2 Practice education/work-placement arrangements

This does not apply to the Spatial Planning Course.

### 4.3 Programme and assessment calendars

Dates both of assignment submission and when feedback on assignments will be made available can be found within the relevant Module Handbooks for the course.

The precise details will be emailed out to all students by Week 3 each semester.

The University UG and PG calendars can be found at [http://www.brookes.ac.uk/studying-at-brookes/learning-and-teaching/semester-dates/](http://www.brookes.ac.uk/studying-at-brookes/learning-and-teaching/semester-dates/)

### 4.4 Ensuring assessment is fair

Modules are assessed either by coursework or examination or both and full details are given in module guides. University processes ensure that assessment is rigorous, of an appropriate standard and fair,
and a key role in this is that of the external examiner, who ensures that the standards used to assess students are comparable with other universities.

- Each assessment is written so that students can show they have achieved the learning outcomes for the module and for the whole programme, and the range, type and timing of assessment have been carefully chosen to enable students to become independent and reflective learners. Tasks and questions are set by the module leader, internally moderated (checked by another member of staff) and sent to the external examiner to ensure that they are appropriate for assessment of the module learning outcomes and that the instructions and marking criteria are clear.
- Student work is marked, then either a sample or all of the marking is internally moderated. A sample from modules above level 4 is also sent to the external examiner so that they can monitor standards and ensure that the marking is consistent.
- The Examination Committee comprises the Programme Lead, Module Leaders and the External Examiner. It meets after each semester to approve the examination and coursework results. You may already have seen the mark awarded on an individual piece of coursework but it is the role of the Examination Committee to grant final approval of the individual marks on each module and to recommend the awarding of final qualifications.
- At the end of each academic year external examiners submit reports to the University which are published on the PIP page for the relevant subject(s).

Generally the Moderation Policy for the School of the Built Environment and which applies to the PL63 course is that a sample of marks will be checked/reviewed/second marked by another marker in relation to:

- 10% sample at each grade
- All fails
- Highest and lowest marks

4.5 What to do if you are ill or want to be absent from class

In the case of short term absence from class you should contact the relevant module leader(s) by emails as soon as possible.

They will be able to advise you on how to catch up and are best placed to inform you of any important administrative details you may have missed.

In the case of longer term absence you are advised to contact the Subject Coordinator at the earliest opportunity.

Where the ability of a student to undertake a course is impaired for medical reasons, the University requires that students use the Mitigating Circumstances procedure. Please see section section 5.4 of the Handbook.
5 Assessment Regulations

The University regulations apply to the programme and can be found at [https://www.brookes.ac.uk/regulations/](https://www.brookes.ac.uk/regulations/)

Please note under Section B: Specific Regulations, the regulation B4 Regulations for Postgraduate Taught Programmes apply [https://www.brookes.ac.uk/regulations/current/specific/b4/](https://www.brookes.ac.uk/regulations/current/specific/b4/)

Please make sure that you familiarise yourself with these regulations.

### Marking Criteria Post Graduate Level – Oxford Brookes – School of Built Environment

<table>
<thead>
<tr>
<th>Mark (%)</th>
<th>Criteria</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>'Outstanding': factually flawless; strong degree of originality; clearly directed; comprehensive coverage; extensive evidence of supplementary reading; logical; very well written; originality present.</td>
<td>Distinction</td>
</tr>
<tr>
<td>70-84</td>
<td>'Excellent': factually almost flawless; clearly directed; logical; good evidence of supplementary reading, originality present; very well written.</td>
<td>Distinction</td>
</tr>
<tr>
<td>60-69</td>
<td>'Very Good': presentation is fresh, logical and perhaps enlightening; some originality of thought or approach; evidence of outside reading; good coverage; very well written and directed.</td>
<td>Merit</td>
</tr>
<tr>
<td>55-59</td>
<td>'Adequate': clear; logical; thorough; factually sound (sufficiency of facts and/or no serious errors); evidence of outside reading and/or originality; well written and directed.</td>
<td>Pass</td>
</tr>
<tr>
<td>50-54</td>
<td>'Pass': accurate but largely limited to lecture material; perhaps some errors or key facts missing; no originality; limited evidence of outside reading; expression/style/grammar poor.</td>
<td>Pass</td>
</tr>
<tr>
<td>40-49</td>
<td>'Incomplete': information fairly sparse; some inaccuracies; broadly relevant to the question but poor coverage of lecture material; little or no evidence of outside reading;</td>
<td>Fail/</td>
</tr>
</tbody>
</table>
expression/style/grammar poor.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39</td>
<td>'Deficient': poorly directed at question; many omissions or errors but some relevant facts correct; general drift may appear sensible, but understanding poor; expression/style/grammar poor.</td>
<td>Fail/Resubmit</td>
</tr>
<tr>
<td>0-29</td>
<td>'Unacceptable' largely irrelevant to the question; little or no substance/factual material; expression/style/grammar very poor</td>
<td>Fail/Retake</td>
</tr>
</tbody>
</table>

5.1 Degree classification and your Grade Point Average (GPA)

This is not relevant to the Post Graduate course.

5.2 Assessment criteria

The detailed assessment criteria can be found in the relevant module handbooks.

5.3 How to submit work, and arrangements for getting feedback on assessed work

The detailed assessment criteria can be found in the relevant module handbooks

Submission of assignments:

Please ensure you submit your assignment no later than the deadline (these are fixed and are not flexible) and in the format stated in the module guide. You may be required to submit your work during class, via Moodle/Turnitin, or by using the coursework drop boxes that can be found on the 2nd floor of the Abercrombie building.

Feedback:

This is a very broad term and covers not only comments on your individual work but can include discussion in class and information posted on module sites in Moodle

Feedback on your work is normally returned within two weeks. Detailed advice is found within the relevant module handbooks.

Please note that all marks are provisional until they have been confirmed by an examination committee.

5.4 Deadlines and mitigating circumstances

There may be occasions during your studies, where you feel circumstances outside of your control have affected or have the potential to affect your studies. The University has policies and processes in place to support you and further detail is given below:
Introduction to the Regulations for the Consideration of Mitigating Circumstances

What are mitigating circumstances?

Mitigating circumstances are circumstances which were beyond your control and which could not be reasonably accommodated by you and which seriously impaired your performance in assessment. All three parts of this definition must be met for the University to agree you were affected by mitigating circumstances. For example, these circumstances could be medical or personal. In all cases you will be required to provide satisfactory documentary evidence to support your claim - if you fail to supply satisfactory documentary evidence your request will be turned down. The only exception is for very short extensions to an assessment deadline (up to one week), where you may be allowed to self-certify yourself.

When should I submit my evidence of mitigating circumstances?

In all cases, you should submit your claim and your evidence as soon as possible and in any case always before an assessment deadline or exam. If you miss a deadline you will not only need to demonstrate that you were affected by mitigating circumstances but you will need to provide evidence that you were unable to submit your claim by the deadline. So don't delay if you wish to claim mitigating circumstances!

How should I submit my claim for mitigating circumstances?

There is a specific form you should use, which you can find in PIP. Instructions for using the form are in PIP too.

What if I miss a deadline without mitigating circumstances?

If you miss an assessment deadline or an exam without approval for valid mitigating circumstances you will receive zero for that assessment. You must not miss deadlines!

How is my claim for mitigating circumstances considered?

If you are requesting an extension up to one week or you are unable to attend an in-class test, it is considered by the Module Leader(s). Otherwise, within your Faculty, a cross-department panel meets frequently to review individual applications. Decisions are returned to students usually within 48 hours of each panel meeting. We recognise that at times of stress you may need help and advice. It is always useful to speak to your Module Leader or Subject Coordinator who can give you guidance on what form of compensation / re-assessment arrangements may be practically possible to organise, subject to the panel agreeing that you have legitimate and proven mitigating circumstances. In addition, your Student Support Coordinator will also help you to manage the application process.

If mitigating circumstances are approved, what will happen?

If your claim for mitigating circumstances is approved then you can be granted an extension to your submission deadline of up to five weeks or be allowed to re-sit your examination (or, in certain situations only, re-take an entire module). The University does not increase marks on the basis of mitigating circumstances. This is because the University wants you to demonstrate your full potential in assessments - if it is agreed you were affected by mitigating circumstances then we will give you an extension or a re-sit so you can demonstrate your potential unaffected by such circumstances.

Where can I find out more?
5.5 Good academic practice and the use of Turnitin

Developing good academic practice

During your programme you will be asked to use the TURNITIN System.

Turnitin is a web-based tool that supports students in the development of good academic practice when preparing written work for assessment. This text-matching tool allows academic staff to check students’ work for improper use of sources or potential plagiarism by comparing it against continuously up-dated databases (including web-pages and student work). Turnitin produces an ‘Originality Report’ for each submitted piece of work which indicates all the matches in the student assignment to the web-based sources on its database, and thus can provide academic staff with the opportunity to help students develop proper citation methods as well as to safeguard students’ academic integrity.

All students on taught Masters programmes are required to use Turnitin on a minimum of two modules: once during a taught module (this could be the Research Methods module) and once during the dissertation or project module. All other taught postgraduates students (taking PGDip or PGCert programmes) are required to use Turnitin once during one taught module.

In addition, Turnitin may be used optionally on other modules for one or all pieces of assessment in that module as decided by the Module Leader. Turnitin may be used as part of an investigation into an alleged case of plagiarism but its primary use is to support students’ academic development and enhance good academic practice.

In addition to the use of Turnitin in some module formative assessments, we encourage you to access resources to support and develop your academic writing skills to help you to avoid plagiarism. You might find it beneficial to sign up for an online tutorial on PLATO, a Moodle-based self-registration course that helps you learn how to develop these skills. Instructions on how to access this online tutorial can be found at http://www.brookes.ac.uk/library/library-services/information-skills/citing-references-in-your-work-and-plagiarism/

Cheating

The University has strict rules to ensure that students' work for assessment is actually the result of their individual effort, skills and knowledge and has not been produced by means that will give an unfair advantage over other students. Full details of the regulations together with a definition of “Cheating” are in the following link:

http://www.brookes.ac.uk/regulations/current/core/a3/a3-13/
Students suspected of breaking the University regulations regarding plagiarism and collusion will be referred to a Faculty Academic Conduct Officer who will investigate the case thoroughly before deciding on the most appropriate way to resolve the situation within the University regulations.

6 Learning resources

Please refer to relevant central webpages on Library (http://www.brookes.ac.uk/library/) and IT. There is an excellent planning section within the library and you should familiar yourself with it as soon as possible,

7 Support and guidance for you during your studies

The University Statement on Academic Guidance can be found in Section E2 of the regulations (PDF): http://www.brookes.ac.uk/documents/regulations/current/other/e2-academic-guidance/

Key sources of academic guidance are:

- Your programme team (see the earlier section of this guide which introduces the programme team)
- Your Academic Adviser - you can see who this is on your PIP page
- Your Faculty Student Support Coordinator - more information can be found at: https://www.brookes.ac.uk/students/support-services/ssc/

The best way to see when staff are available is via their Google Calendar and emailing them.

7.1 Induction information

The induction of part-time students takes place on Thursday 20 September 2018 with an introduction to studying at Oxford Brookes, and a specialisation presentation – although you will not need to make your choices until the end of your first year. This is followed by formal enrolment onto the programme.

For full-time students, induction begins on Wednesday 19 September 2018, with an introduction to the MSc Spatial Planning programme and an introduction to UK Government and the planning system. This session is optional for part-time students.

Enrolment

The induction activities are mainly targeted at introducing you to some basic concepts in spatial planning and in helping you to make your choices for specialisation modules. If you are a part-time student you will have a shorter induction programme because you will most likely, through your work and other experience, be familiar with much of the language of planning.
Formal enrolment onto the MSc/PG Diploma in Spatial Planning takes place on Thursday 20 September 2018 for both full and part-time students. The exact procedures for enrolment will be explained on the day.

Travel to Oxford Brookes University

Please note there are no facilities for student parking on campus, and on-street parking in the vicinity is for residents only (this is closely monitored). However, if you must come by car, you should use the Oxford Park and Ride service. The 400 bus service from Thornhill Park and Ride (east on the A40) to Seacourt Park and Ride (west at Botley) stops at the Headington campus (Headington Road/Gipsy Lane site); we recommend that you allow at least half an hour to travel from either of the Park and Ride car parks.

If you are coming in by train, the 400 bus service towards Thornhill and the Brookes Bus U1 towards Wheatley run from Frideswide Square (just outside the train station); again, we recommend that you allow at least half an hour for the transfer.

To enable you to enrol at the University and to use the facilities as soon as possible, you must bring with you:

Proof of ID – Passport: this must be presented at the time of enrolment to ensure accurate data for the booking of the field trip.

And

Ensure you have arranged payment of fees (as per guidance to be sent to you by the University Finance Office). If you have not received this information two weeks before the start of the course you should contact Tracey Isaac, Programme Administrator for advice via email (tisaac@brookes.ac.uk).

If you cannot, for any reason, attend the enrolment events we would be grateful if you could let us know this immediately so that we can make alternative arrangements – contact Tracey Isaac, Programme Administrator via email at tisaac@brookes.ac.uk.

The programme for the enrolment days is as follows (times may vary slightly depending on a number of factors):
# WEEK 0 Induction Timetable for MSc/PG Dip in Spatial Planning (PL63)

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday 19th September</th>
<th>Thursday 20th September</th>
<th>Friday 21st September</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00</td>
<td>Registration JHB3.06 09:45</td>
<td>Welcome &amp; Intro to Studying at OBU 09:00 - 09:15</td>
<td>Freshers Fair 10:00 - 16:00</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Welcome &amp; Intro to the University JHB3.06 10:00</td>
<td>Links to the SoBE 09:15 - 09:35</td>
<td></td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Planning in the Oxfordshire Sub-Region by Oxford City Council JHB3.06 11:00</td>
<td>Student Representation 09:35 - 09:50</td>
<td></td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>Lunch 12:00</td>
<td>Wellbeing 10:00-10:30</td>
<td></td>
</tr>
<tr>
<td>13:00-14:00</td>
<td>Introduction to the UK Government &amp; Planning System JHB3.06 13:30</td>
<td>Careers 10:00 - 10:30</td>
<td></td>
</tr>
<tr>
<td>14:00-15:00</td>
<td>Specialisation &amp; Field Trip Briefing 10:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00-16:00</td>
<td></td>
<td>Specialisation &amp; Field Trip Briefing 10:30</td>
<td></td>
</tr>
<tr>
<td>16:00-17:00</td>
<td></td>
<td>Enrollment 10:30-11:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to PIP JHB3.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campus Tour 10:30-11:00</td>
<td></td>
</tr>
</tbody>
</table>
Specialisation and Field Trip Briefing

On the Thursday we have the specialisation presentations. We will begin with a brief overview of the specialisations on offer and presentations from the specialisation leaders. These presentations will explain the module content and assessment requirements for each of the specialist areas and will be a key opportunity you will have of hearing about the specialisations in detail.

For full-time students the choice of specialisation comes very early – in fact, it is the first module you commence.

For part-time students you will need to make your choices for your specialisation at the end of Year 1. There will be another run through of the presentations towards the end of Semester 2.

Please note that some modules may only run if there are sufficient students to make it a viable academic experience.

European field trip – Dublin

You should note that there is a compulsory European field trip attached to the two Semester 1 core modules. This year the field trip will be taking place in Dublin during week 8 and this will be from either Sunday 11th or Monday 12th November to Thursday 15th November 2018. Precise dates TBC. The field trip is designed to provide you with practical examples and experience of planning in another European country. The intention is to study housing, regeneration, commercial, tourism, cultural and national park planning related projects.

All students will of course make their own provision for spending money and food etc. Previous students have advised that around £150 is more than enough to cover this.

Overseas students should consult the International Student Advice Team for guidance regarding eligibility for a visa to enable them to travel to the country of the field trip. There are additional costs in relation to this process which will vary dependent on the individual circumstances of the applicant. This is your responsibility, and you should start to make the necessary arrangements once you have enrolled.

Teaching Programme: MSc/Diploma in Spatial Planning

The University operates a two semester (both twelve weeks in duration) teaching system whereby teaching contact hours are organised around teaching slots. Each slot runs for three hours and normally you will do all of your class work for a module within that teaching slot. There are three slots per day 9.00 -12.00, 13.00 -16.00.

The teaching of the MSc/PG Diploma in Spatial Planning programme usually takes place on Tuesdays and Thursdays, using two slots per day over these two days – totalling 12 hours of teaching contact time per week.
If you are a part-time student, there will be 6 hours of teaching contact time on the same day; note that in Year 1 the teaching day is on Thursday, and in Year 2, on Tuesday.

The timetable for your first and subsequent weeks of Semester 1 is shown below; you will see from your timetable that, if you are a full-time student, the very first module that you will be doing on the programme will be your main specialisation module. It is for this reason that it is essential you attend the induction week programme, as you will need sufficient information to make the right choice at this early stage.

**Week 1 Semester 1 of the MSc/Diploma in Spatial Planning**

Whether you are a full or part-time student you may find the first week a little hectic and daunting. Making the best use of staff members is a crucial part of your success on the programme. Our long experience in teaching postgraduate planning suggests that the students who do best are those that make the best use of staff. We operate a very ‘open-door’ policy which means that if a member of staff is in their room they will normally be willing to meet and talk with you. If not, they will have a weekly timetable on their door where you can sign up to meet them. Student-staff relationships tend to be very informal, with the use of first names all round.

We hope that you will not feel intimidated by your new surroundings or the challenges that the programme will provide you with, and hope you always feel free to ask members of staff for help and guidance when you need it.

**Preparatory Reading**

We recommend that you do some preparatory reading to help you understand some of the context and language of spatial planning. Only read selectively for now, a few pages from key chapters that interest you. The point of the reading is not for you to become deeply knowledgeable about the history and development of planning, but to give you a flavour of the material and issues that planning education is likely to cover. Simply choose some from this varied selection, whether from the introductory texts section below, or from the more specific fields of planning

**Introductory texts:**


**Environmental planning and sustainability:**


**Regeneration and Rural:**


**Urban design – place making:**


Campus Map

http://www.brookes.ac.uk/about-brookes/visit-us/
7.2 Where to go for help

The University gateway to services to support you in your studies can be found at:

http://www.brookes.ac.uk/students/

7.3 Brookes Union

As you are enrolled as a student at Oxford Brookes, you also become a member of the Brookes’ Union (Oxford Brookes Students' Union).

The SU is run by elected Student Officers, supported by a team of professional staff. The mission of the SU is to represent, support and inspire its members.

This is achieved through providing a range of activities and services, which students can access during their time at University. More information can be found at the following links:-

http://www.brookesunion.org.uk/
7.4 Links to other sources of information

Equality, diversity and inclusion

Oxford Brookes University has adopted equality, diversity and inclusion as core values and seeks through all its policies and actions to be a genuinely inclusive organisation. Find out more at http://www.brookes.ac.uk/services/hr/eod/statement.html

Data protection

The University holds and processes information about employees, students, and other data subjects for academic, administrative and commercial purposes. When handling such information, the University, and all staff or others who process or use any personal information, must comply with the Data Protection Principles which are set out in the Data Protection Act 1998. The full University policy can be found in Section E13 at: http://www.brookes.ac.uk/regulations/

The Brookes Charter

Oxford Brookes University is committed to the delivery of an outstanding student experience, the further development of world-class research, making a positive contribution to our wider community and creating sector-leading, high quality services for the future. The Charter sets out the implications of those commitments for the University, the Students’ Union and every student working together in a spirit of partnership. More information can be found at: http://www.brookes.ac.uk/students/your-studies/student-charter/

Health and Safety

Oxford Brookes University will act positively to minimise the incidence of all workplace risks as required by the Health and Safety at Work etc. Act 1974 and other associated legislation. All activities shall be carried out with the highest regard for the health and safety of all staff, students, visitors and the public at large. Our aim is excellence in health and safety, by means of continuous improvement of standards, systematically removing the causes of accidents/incidents and ill-health.

Further information can be found at:
http://www.brookes.ac.uk/services/hr/health_safety/docs/obuhsn01.html

8 Having your say

The University is committed to involving students in its decision-making and there are many ways to get your views heard:

Student Representatives
The Programme Team encourages students to become involved with their programme(s) via a system of Student Representation. Student representatives are elected by a variety of methods and your Student Support Co-ordinators and Brookes Union will be able to give you further information. See http://www.brookesunion.org.uk/representation

**Subject Committees**

Student Representatives are included as members of the Subject Committee, which meets once or twice each semester to discuss the running of the programme and to evaluate module tuition. It is through the Subject Committee that you can influence how the programme is delivered and developed in the future. You can access the minutes of the Subject Committee meetings through your programme site in Brookes Virtual.

**Student Module Evaluations**

At the end of each module you will be asked to complete and submit an evaluation of the module. The questionnaire will ask you to evaluate the lectures, tutor input and the assessment. We assure you that your feedback has no impact on your marks and encourage you to be honest. We need constructive feedback to enable us to develop and continuously improve the programme and ask you please to take a few minutes to respond to the questionnaires on completion of each module. The results of the Student Module Evaluations are discussed as part of the Subject Committee, with Student Representatives present.

**Student Programme Evaluations**

There is a Programme and Module Evaluation at the end of your studies.

**Office Hours**

Members of academic staff operate a system of office hours, which are when they will be in their offices and available to see students without appointment. You can use this time to raise concerns as well as seek help and guidance.

**9 Dealing with issues and problems**

The objective of Oxford Brookes University is to provide the highest quality services and facilities to all its students. We hope you will find that this is so throughout your time as a student. However, if you have any concerns, we would in the first instance encourage you to share these with your programme team, possibly with the support of your student representatives. If there are areas of our provision which concern you and which you have been unable to resolve with your programme team, we suggest you take your concerns to the Student Support Coordinators. In the event of being unable to resolve your worries and you wish to complain, information on this process can be found at: http://www.brookes.ac.uk/students/your-studies/student-disputes/

**Concern about a mark or award**

If you have reasons for thinking that an examination committee has awarded you an incorrect mark for a module, or has made a wrong award, you should use the University’s process for the review of and appeal against a decision of an examination committee. Information on this process can also be found at the link above.
Note that the only grounds for applying for a review are:

1. the assessment was not conducted in accordance with the regulations for the programme; and/or
2. the judgement of an examiner or examiners was improperly affected by personal bias; and/or
3. there was a material administrative error or some other material irregularity in the conduct of the assessment, such that the assessment decision would have been materially different had the error or irregularity not occurred.