

PROGRAMME SPECIFICATION

Course record information	
Name and level of final awards:	<p>MA International Planning and Sustainable Development MA International Planning and Sustainable Development (Spatial Planning) MA International Planning and Sustainable Development (Urban Resilience) PG Diploma International Planning and Sustainable Development PG Certificate International Planning and Sustainable Development</p> <p>The MA and PG Diploma courses listed above are Bologna FQ-EHEA second cycle degree or diploma compatible.</p>
Name and level of intermediate awards:	<p>PG Diploma International Planning and Sustainable Development PG Certificate International Planning and Sustainable Development</p>
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Road
Language of delivery and assessment:	English
Course/programme leader:	Tony Lloyd-Jones
Course URL:	http://www.westminster.ac.uk/courses/subjects/planning-housing-and-urban-design/postgraduate-courses/part-time-dayevening/p09mpips-ma-international-planning-and-sustainable-development
Mode and length of study ¹ :	<p>Full time/Part time MA - 1 year to 5 years Full time/Part time PG Diploma – 1 to 4 years Part time PG Certificate – 1 to 2 years</p>
University of Westminster course code: (in order, as listed above)	<p>IPSPIPS; SDPPSP; IPUPIPU; IPSPDIP; IPSPCER</p>
JACS code:	K400

¹ Please note that length of study applies from the date of entry into the course.

UKPASS code:	037357 (MA); 052061 (PG Dip); 052062 (PG Cert)
QAA subject benchmarking group:	N/A
Professional body accreditation:	RTPI (Royal Town Planning Institute): The Spatial Planning and Urban Resilience MA Pathways each have full RTPI accreditation as a 'Combined Planning Programme'.
Date of course validation/review:	2014
Date of programme specification:	May 2014

Admissions requirements

An applicant should normally have obtained the following:

- A good first degree (normally second class honours or above) in a relevant built environment or land management discipline (planning, architecture, landscape design, civil engineering, land administration) from a higher education institute in the UK or EU country, or a comparable qualification from another country,

OR

- A good first degree (normally second class honours or above) in a relevant geographical, social or environmental science or engineering subject from a higher education institute in the UK or EU country, or a comparable qualification from another country; and relevant practical experience of working in a built environment discipline.

Further consideration of an application may be subject to satisfactory completion of an interview (in person or by phone), and/or provision of a portfolio of previous work or an essay.

Fluency in written and spoken English is a prerequisite for the course. Where English is not the applicant's first language (or they have not been taught in English during their secondary or tertiary education, an IELTS score of 6.5, with a score of 6.5 in all elements, or equivalent qualification is required. Exams may be taken in the applicant's own country if they are applying from outside the UK.

Those with the requisite IELTS score but without evidence of an acceptable standard in academic English may also be recommended or requested to take this course as a condition of acceptance on the named final or intermediate awards and/or advised to take additional Academic English tuition provided by the University during the course.

Students who, for reasons of employment or other reasons, wish to transfer to the courses from similar accredited programmes elsewhere may be permitted to do so subject to the procedures operated by the RTPI and the University's Accredited Prior Learning regulations.

Aims of the course

The aims of the course are:

- To give a theoretical grounding in sustainable development, an understanding of different national institutional and policy contexts, and a critical basis on which to explore new approaches to good practice in spatial planning in both developing and developed world contexts.

- To update planning and other built environment professionals in current international good practice in spatial planning, urban regeneration and sustainable urban and regional development.
- To provide students with the opportunities to explore ideas, international perspectives and debates in depth and, through the dissertation where this is being taken as part of the award, in one distinct area of planning and urban and regional development.
- To bring together expertise in spatial planning for sustainable development from a wide range of professional fields and equip students with an understanding of a range of methods and collaborative inter-disciplinary practice.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, ie employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

Career development skills are embedded in all courses

- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

Graduates for this course can expect to find employment as planners or in a related specialism in private companies, local and national government, or in the non-governmental sector in their own country or internationally, including in international development agencies.

It is anticipated that most students on the course will be in an existing position in a relevant built environment profession. Overseas students may be receiving a government bursary. Graduates from the course may secure promotion within their existing or new, related area of work or move onto more responsible positions within 18 months of completing their studies. This may include management posts or the responsibility for project or policy development. It is expected that graduates will enhance their potential to be considered for development positions outside their home country.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. A greater in-depth understanding of any of the following areas of knowledge and understanding or specific skills will be achieved through undertaking the Dissertation/Major Project module. This relates to the Masters award pathways and optionally the PG Diploma, where the Dissertation/Major Project is undertaken as part of the required complement of core modules.

Modules taken on non accredited intermediate awards (including target PG Diploma and PG Certificate awards) will cover following learning outcomes as far as they are in line with the core and option modules that are selected as part of the course:

Knowledge and understanding

At Level 7 (noting modules where the Learning Outcome is, or can be, particularly addressed)

- **Place management:** an in-depth and systematic understanding of making and managing places in a range of international, regional, country and urban contexts.
(Sustainable Cities and Neighbourhoods; International Spatial Planning Practice; Urban Design and Planning in Context; International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Option modules)
- **Spatial planning:** a comprehensive understanding of the methodologies and techniques of spatial planning and the role of spatial planning as a vehicle for the coordination and integration of policies for delivering sustainable development.
(Planning in a Globalising World; International Spatial Planning Practice; Research Methods in the Built Environment, Skills for Planning Practice)
- **Sustainable development:** an in-depth and systematic understanding of different theoretical and practical discourses of sustainable development internationally, including the range of built environment concerns with the natural environment.
(Sustainable Cities and Neighbourhoods; Planning for Risk and Resilience; International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Option modules)
- **Planning and local governance:** a comprehensive understanding of the role of planning and its place as a tool for local governance and urban and regional management in the sustainable and socially inclusive delivery of development and local services.
(Planning in a Globalising World; International Spatial Planning Practice; Sustainable Cities and Neighbourhoods; Sustainable Neighbourhood Development and Management)
- **Social and economic interests in development:** an in-depth and critical understanding of the interests and role of communities, civil society, government and the private sector in city development and management and of the role of partnerships and public participation in the process.
(Sustainable Cities and Neighbourhoods; Planning in a Globalising World; Sustainable Neighbourhood Development and Management; Urban Design and Planning Skills)
- **Related specialisms:** a comprehensive understanding of the paradigms, methodologies and techniques of one of the designated specialisms relating to the broader sphere of international planning and sustainable development.
(Planning for Risk and Resilience; Option modules)
- **Professional practice:** awareness and ability to manage ethical dilemmas and work proactively with others to formulate solutions; thorough understanding of professional ethics and obligations and knowledge of professional roles, interests, and associations in the relevant national and international contexts.
(International Spatial Planning Practice; Sustainable Neighbourhood Development and Management, Skills for Planning Practice)
- **Relationship between specialisms (RTPI):** mature understanding of the relationship within a multidisciplinary context of a particular area of specialism to other specialist areas of expertise.
(All core modules; Option modules)

Specific skills

At Level 7 (noting modules where the Learning Outcome is, or can be, particularly addressed)

- **International urban and regional analysis:** with critical awareness of the complexity of the issues and context, and informed by knowledge of international good practice, can apply appropriate theory and models to make comparisons between countries and their political and governance systems, cultural contexts, social and economic policies and urban interventions.
(Planning in a Globalising World; International Spatial Planning Practice; Sustainable Neighbourhood Development and Management)
- **Spatial planning:** can generate imaginative strategies, plans and programmes for spatial development that are capable of being implemented; can analyse socio-spatial issues and problems, set objectives, visualise and evaluate spatial strategies and the means of implementing them at a local, urban and regional scale; with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge from the forefront of the discipline.
(International Spatial Planning Practice; Sustainable Cities and Neighbourhoods)
- **Spatial data management and analysis:** has technical expertise to draw on basic statistical and ICT methods to map, represent, model, store and analyse spatial data; is able to adapt skills and procedures to unfamiliar contexts effectively and precisely.
(International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Urban Design and Planning Skills in Context; Research Methods in the Built Environment; Skills for Planning Practice; Option modules)
- **Graphic presentation:** has technical expertise to draw on and use graphic techniques – diagrams, graphs, tables, maps and plans – including basic three-dimensional representations and illustrative material to communicate spatial development concepts and propositions effectively and precisely.
(International Spatial Planning Practice Sustainable Cities and Neighbourhoods; Urban Design and Planning Skills in Context; Sustainable Cities and Neighbourhoods; Planning for Risk and Resilience)
- **Development appraisal:** has technical expertise to evaluate the economic, financial implications and social and environmental impacts of alternative development strategies precisely and effectively; is able to adapt skills and procedures to unfamiliar contexts. *(Sustainable Cities and Neighbourhoods; Option modules)*
- **Employ a range of planning tools:** has technical expertise to carry out and produce surveys, stakeholder analyses, appraisals, impact assessments, capacity studies, structure and master plan frameworks, visions, briefs, policy and design statements, planning guides and reports in the appropriate context; is able to adapt skills and procedures to unfamiliar contexts. *(International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Sustainable Cities and Neighbourhoods; Urban Design and Development Planning Skills; Skills for Planning Practice; Option modules)*
- **Professional practice:** can exercise initiative and personal responsibility in professional practice; can draw on a critical awareness of and apply standards in particular areas of professional expertise.
International Spatial Planning Practice; Sustainable Neighbourhood

Development and Management; Urban Design and Planning Skills in Context; Skills for Planning Practice)

- **Specialist skills – engage in debate** (RTPI): can engage in theoretical and practical debate at the forefront of the area of specialism.
(All modules)
- **Specialist skills – employers’ requirements** (RTPI): can offer potential employers the type and quality of initial skills that might reasonably be expected of a graduate from this specialism undertaking the practice experience period of the ‘Assessment of Professional Competence’ (APC).
(All modules)

Key transferable skills

At Level 7

- **Group working:** can work effectively as a member of a group, able to contribute ideas and respect the contribution of others, including those from different national, cultural and ethnic backgrounds; can use conflict management; mediation and negotiation skills.
- **Autonomy:** is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development; can prepare a personal development plan, monitor and evaluate progress; can set targets, manage time and resources, work to deadlines and balance conflicting demands; monitor and evaluate progress.
- **Self evaluation:** is reflective on own and others’ functioning in order to improve practice; can apply reflective skills to professional practice and research activity; critically examine personal values, assumptions and practice through a process of self-evaluation.
- **Communications:** can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently; shows awareness and can employ research and communication methods that are sensitive to cultural and geographical diversity and promote a participatory approach; can write clear and accurate English to a high professional standard; effective verbal communication and listening skills.
- **Organisation and problem solving:** has independent learning ability required for continuing professional study, making professional use of others where appropriate; identification of problem essentials; creative and critical thinking; decision making.
- **Application:** can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations.
- **Learning resources and information management:** is able to use full range of learning resources, including use of information technology; is able to use basic software packages for word processing, spreadsheet analysis and, where necessary, spatial analysis and graphical representation.
- **Career management skills:** self awareness; exploring and creating opportunities; action planning; networking, political awareness; coping with uncertainty and change; self-confidence

Subject generic skills

At Level 7

- **Analysis:** can undertake analysis of complex, incomplete or contradictory areas of knowledge with critical awareness and effectively communicate the outcome.
- **Synthesis:** with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/ practice; can logically analyse, balance and prioritise competing factors and interests in reaching conclusions and decisions, and generate alternative solutions.
- **Evaluation:** has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and to argue alternative approaches; can apply recognised good practice in evaluation to the analysis of alternative solutions to development challenges.
- **Project management:** is able to set targets for outputs and outcomes, programme time and resources, deadlines and milestones; devise logical frameworks for monitoring and evaluating progress.
- **Self directed study and management of information:** can competently undertake research tasks with minimum guidance; can apply a methodological approach to exploring an issue or problem in depth, structure and advance a reasoned argument; in desk-based research can draw on the internet, databases, review the literature and employ methods of data collection and quantitative and qualitative analysis.

Learning, teaching and assessment methods

Learning

The course will draw upon a variety of teaching, learning and assessment strategies, which combine a robust theoretical conception of the subject area with a strong emphasis on inter-professional working, cross national comparison and personal contextualisation. To bring together and balance what students bring to the course as experienced practitioners and the theoretical and analytical challenges of spatial planning for sustainable development, there will be a strong emphasis on structured practical, hands-on learning throughout the course.

Teaching

The taught programme places a priority on facilitating interaction between students within class-teaching and hands-on, project and case study-based learning. Teaching combines lectures, seminars and workshops with individual and group tutorials. Students are supported by tutors and supervisors throughout their course, and tutorials are a key element of the learning process. Lecture series give background information supplemented with structured reading from a variety of theoretical sources and case study material. The dissertation/major project gives students the space to study a specialist topic in depth and develop their research skills.

Assessment

Assessment is 100% course work. Theoretical work and discussion of key issues will be explored in seminar papers, group discussions, workshops and essays. Seminars, workshops, game, role play and team-based exercises will be used in comparative international analysis and case study work.

Additionally, students will be set projects undertaken individually and in groups applying their theoretical knowledge and skills to addressing common planning and development challenges in a range of international regional, country and urban contexts, and drawing from the range of appropriate planning tools. Some UK case

studies may be used to develop survey skills and explore live issues. Students will have the option to explore other European case studies if they chose appropriate option modules from the range of Specialisms.

The course delivery encourages reflective and critical thinking in helping students to extend existing skills and competencies. Projects are supported by individual tutorials and group seminars. Throughout each student's learning they are required to maintain a portfolio that demonstrates their reflections on what they learn to their personal community work practice.

Course structure

This section shows the core and option modules available as part of the course and their credit value. The MA requires 180 credits and Intermediate awards of Postgraduate Certificate and Diploma require 60 and 120 credits respectively. Full time MA and PG Diploma students usually study the required credits over one academic year. Part time MA students can study the required credits over two to five years, part time PG Diploma students over two to four years and part time PG Certificate students over one to two years. Students are required to take the specified core modules as indicated below in the award requirements section.

International Planning and Sustainable Development MA (Spatial Planning):

Module code	Module title	Status	UK credit	ECTS
Core Modules to the value of 160 credits:				
AURD713	Planning in a Globalising World	Core	20	10
4URD7B8	Sustainable Neighbourhood Development and Management	Core	20	10
4URD7B9	International Spatial Planning Practice	Core	20	10
APLN704	Sustainable Cities and Neighbourhoods	Core	20	10
AURD716	Urban Design and Planning Skills in Context	Core	20	20
APLN705	Research Methods in the Built Environment	Core	10	5
APLN706	Skills for Planning Practice	Core	10	5
4URD7C2	Dissertation or Major Project	Core	40	20
Option Modules to the value of 20 credits:				
AURD705	Public Realm: Significance, Design, Experience	Option	20	10
APLN710	Environmental Policy, Assessment and Climate Change	Option	20	10
APLN711	Public Participation and Engaging Communities	Option	20	10
AURD706	Conservation Policy and Practice	Option	20	10
AURD711	Planning for Urban Risk and Resilience	Option	20	10
AHSG700	Housing and Regeneration	Option	20	10
4TRN7B2	Traffic and Streets	Option	20	10
AURD704	Master Planning	Option	20	10
AURD717	Urban Design and Urban Development Process	Option	20	10
Elective 0-credit Modules:				
AURD715	International Planning Field Trip	Option	0	0

International Planning and Sustainable Development MA (Urban Resilience):

Module code	Module title	Status	UK credit	ECTS
Core Modules to the value of 160 credits:				
AURD713	Planning in a Globalising World	Core	20	10
4URD7B8	Sustainable Neighbourhood Development and Management	Core	20	10
4URD7B9	International Spatial Planning Practice	Core	20	10
APLN704	Sustainable Cities and Neighbourhoods	Core	20	10
AURD711	Planning for Urban Risk and Resilience	Core	20	10
APLN705	Research Methods in the Built Environment	Core	10	5
APLN706	Skills for Planning Practice	Core	10	5
4URD7C2	Dissertation or Major Project	Core	40	20
Option Modules to the value of 20 credits:				
APLN705	Public Realm: Significance, Design, Experience	Option	20	10
AURD706	Conservation Policy and Practice	Option	20	10
APLN710	Environmental Policy, Assessment and Climate Change	Option	20	10
APLN711	Public Participation and Engaging Communities	Option	20	10
AHSG700	Housing and Regeneration	Option	20	10
4TRN7B2	Traffic and Streets	Option	20	10
Elective 0-credit Modules				
AURD715	International Planning Field Trip	Core	0	0

International Planning and Sustainable Development MA (Non RTPI-accredited):

Module code	Module title	Status	UK credit	ECTS
Core Modules to the value of 120 credits:				
AURD713	Planning in a Globalising World	Core	20	10
4URD7B8	Sustainable Neighbourhood Development and Management	Core	20	10
4URD7B9	International Spatial Planning Practice	Core	20	10
APLN705	Research Methods in the Built Environment	Core	10	5
APLN706	Skills for Planning Practice	Core	10	5
4URD7C2	Dissertation or Major Project	Core	40	20
Option Modules to the value of 60 credits:				
To be agreed with the Course Leader from within the course provision or from other postgraduate courses offered in the Department, Faculty or University. Learning outcomes must meet the aims of the course,				

Elective 0-credit Modules				
AURD715	International Planning Field Trip	Core	0	0

Notes

The particular combination of options chosen by individual students will be agreed with the Course Leader during Induction and/or the initial Personal Development Plan meeting.

Timetable clashes may constrain a particular combination of options and some options may only be available to students on the PG Diploma or PG Certificate.

Other combinations through the MA programme may be possible and, with the agreement with the Course Leader, options on any of the courses may be chosen from other postgraduate courses offered in the Department, Faculty or University. Learning outcomes must meet the aims of the course, which may include requirements relating to accreditation, as advised by the Course Leader.

Not all option modules will necessarily be offered in any one year.

Academic regulations

The MA International Planning and Sustainable Development programme and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called *Essential Westminster*, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the *Modular Framework for Postgraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*, which is available at westminster.ac.uk/academic-regulations.

Award

To qualify for the award of **MA International Planning and Sustainable Development (Spatial Planning)**, a student must have:

- a) obtained a minimum of 180 credits at Level 7;
- b) attempted modules worth no more than 240 credits (see section 18.29 and 18.37);
 - Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.
- c) passed all of the pathway core modules and one 20 credit option module.

To qualify for the award of **MA International Planning and Sustainable Development (Urban Resilience)**, a student must have:

- a) obtained a minimum of 180 credits at Level 7;
- b) attempted modules worth no more than 240 credits (see section 18.29 and 18.37);

- Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

c) passed all of the pathway core modules and one 20 credit option module.

To qualify for the award of **MA International Planning and Sustainable Development**, a student must have:

- a) obtained a minimum of 180 credits at Level 7;
- b) attempted modules worth no more than 240 credits (see section 18.29 and 18.37);
- c) Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.
- d) passed all of the pathway core modules and option modules to the value of 60 credits.

To qualify for the award of **Postgraduate Diploma International Planning and Sustainable Development**, a student must have:

- a) obtained a minimum of 120 credits at Level 7; and
- b) passed two of the following: AURD713 Planning in a Globalizing World,, 4URD7B8, 4URD7B9 (20 credits each);
- c) passed 4PLN704 Sustainable Cities and Neighbourhoods, URD716 Urban Design and Planning Skills in Context or AURD711 Planning for Risk and Resilience (20 credits each), and
- d) passed a further 60 credits in option modules to the approval of the Course Leader.

To qualify for the award of **Postgraduate Certificate International Planning and Sustainable Development**, a student must have:

- a) obtained a minimum of 60 credits at Level 7; and
- b) passed two of the following: AURD713 Planning in a Globalizing World,, 4URD7B8, 4URD7B9 and 4PLN704 Sustainable Cities and Neighbourhoods, (20 credits each).
- c) passed a further 20 credits in option modules to the approval of the Course Leader

The University may award:

- an MA, Postgraduate Diploma or Postgraduate Certificate with Merit to a student whose marks average at least 60% across the modules contributing to the award, where the PG Diploma or PG Certificate is the target award rather than an intermediate award conferred following failure in one or more modules.
- an MA, Postgraduate Diploma or Postgraduate Certificate with Distinction to a student whose marks average at least 70% across the modules contributing to the award, where the PG Diploma or PG Certificate is the target award rather than an intermediate award conferred following failure in one or more modules.

An intermediate award of a Postgraduate Certificate (normally 60 UK credits at Level 7) or a Postgraduate Diploma (normally 120 UK credits at Level 7) is also available as an 'exit award' for students who are unable to complete their target award.

Exit awards from accredited pathways will be the same as the non-accredited intermediate awards and not carry the pathway name.

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

[Student Affairs](#) provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

<http://www.westminster.ac.uk/study/new-students/when-you-arrive>

The [University of Westminster Students' Union](#) also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

Reference points for the course

Internally:

The programme, in all its modes, draws upon the mission statements of the University and Faculty of Architecture and the Built Environment. It seeks to establish the quality and good practice in teaching and learning that are articulated through the University policies and quality assurance mechanisms. It also reflects the University and Faculty's Teaching and Learning Policy and Strategy. A specific reference point is the University Quality Assurance and Enhancement Handbook 2010 and the University Modular Framework for Postgraduate Courses.

Staff are fully committed to drawing on their own research and consultancy activity, and that of PhD students, for teaching purposes.

Externally:

The programme draws upon requirements and guidance from several bodies:

Royal Town Planning Institute: the Spatial Development Planning and Urban

Resilience MA pathways each have full RTPI accreditation as a 'Combined Planning Programme'.

SEEC: The Southern England Consortium consists of 37 HE institutions, Colleges of Higher Education and Further Education Colleges that have significant Higher Education provision. SEEC have set out descriptors for knowledge, skills and attributes at each academic level that have been adopted by the University as the model of good practice.

QAA Subject Benchmarks: Subject benchmarks for International Planning have not yet been prepared by the QAA. However, when these are prepared it is the intention of the Faculty and the University to work within any guidelines.

Professional body accreditation

Royal Town Planning Institute has fully accredited both the Spatial Development Planning and Urban Resilience MA pathways, each as a 'Combined Planning Programme'.

Quality management and enhancement

Course management

The course is managed and delivered by a small team of permanent academic staff with specialist knowledge in spatial planning and related disciplines, together with additional part-time staff and visiting speakers drawn from practice. The staff teach on related courses and are involved in publication, research and consultancy for variety of public, private and third sector organisations, both in the UK and internationally. The course draws particularly on the work of the Max Lock Centre (see: www.maxlockcentre.org). We maintain close links with practice and members of the team are active in professional associations.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2008 and the Urban Resilience pathway added in 2011. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's quality assurance evidence base.

Mechanisms for gaining student feedback on the quality of their teaching and their learning experience include:

- The Course Committee acts as the main mechanism for seeking student feedback on the organisation, delivery and assessment of modules, as well as other services, such as the library and computer suite. Student representatives will be elected to sit on the committee to represent the views of their peer group in the discussions held at the committee. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.
- The University periodically issues feedback questionnaires to students taking specific modules. The analysis and feedback is returned to the Module Leader;
- External Examiners meet a sample of students in July to discuss all aspects of the course and its delivery. These findings are reported to the Conferment Board and in the External Examiners' annual reports;
- Staff review annually the operation of the course and determine necessary improvements and reviews.

Mechanisms for Ongoing Review, Evaluation of Teaching, Learning and Assessment:

- As well as the above, the Course is reviewed annually according to internal University quality audit procedures;
- Annual reports are written by Module Leaders and the Course Leader and these are discussed at an annual meeting by the Department, according to procedures determined and approved by the Campus Academic Standards Group; From time to time the course is audited according to QAA procedures;
- Annual reports reviewed by the University of Westminster and RTPI Partnership Board.

For more information about this course:

Contact course leader Tony Lloyd-Jones at lloydjt@westminster.ac.uk or visit the University of Westminster website (www.westminster.ac.uk), which provides information about courses and course contacts.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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